Notice: The online version of the CAS Bulletin (at bulletin.cas.nyu.edu) contains revisions and updates in courses, programs, requirements, and staffing that occurred after the publication of the PDF and print version. The online Bulletin is subject to change and will be revised and updated as necessary. Students who require a printed copy of any portion of the updated online Bulletin but do not have Internet access should see a College of Arts and Science adviser or administrator for assistance. The policies, requirements, course offerings, schedules, activities, tuition, fees, and calendar of the school and its departments and programs set forth in this bulletin are subject to change without notice at any time at the sole discretion of the administration. Such changes may be of any nature, including, but not limited to, the elimination of the school or college, programs, classes, or activities; the relocation of or modification of the content of any of the foregoing; and the cancellation of scheduled classes or other academic activities.

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

An Introduction to New York University .................. 5

The Schools, Colleges, Institutes, and Programs of the University ............ 6

New York University and New York City ........................................ 6

University Administration ......................................................... 8

Arts and Science Administration ............................................... 11

A Brief History of the College of Arts and Science ........................... 13

College Directory ................................................................. 14

Calendar 2018-2019 ............................................................... 15

The College Core Curriculum .................................................. 17

College of Arts and Science Seminars ........................................ 22

First-Year Seminars ............................................................... 23

Advanced Honors Seminars .................................................... 25

Departments and Programs

Africana Studies, Major/Minor in ........................................ 26

American Studies, Major/Minor in ........................................ 32

Ancient Studies, Program in ................................................ 37

Animal Studies, Minor in ....................................................... 38

Anthropology, Department of ............................................... 40

Art History, Department of .................................................... 56

Asian/Pacific/American Studies, Major/Minor in .......................... 73

Biology, Department of ........................................................ 78

Business Studies, Minor in ...................................................... 95

Chemistry, Department of ....................................................... 99

Child and Adolescent Mental Health Studies, Minor in ................... 109

Cinema Studies, Department of ............................................. 117

Classics, Department of ........................................................ 121

Comparative Literature, Department of ..................................... 131

Computer Science, Department of .......................................... 135

Creative Writing, Program in ................................................. 143

Dramatic Literature, Major/Minor in ....................................... 147

East Asian Studies, Department of ......................................... 152

Economics, Department of ..................................................... 164

Engineering, Dual-Degree Program in (with the NYU Tandon School of Engineering) ................................................. 176

English, Department of .......................................................... 178

Environmental Studies, Department of .................................... 189

European and Mediterranean Studies, Center for .......................... 198

Expository Writing Program ................................................... 201

Foundations of Contemporary Culture .................................... 204

Foundations of Scientific Inquiry ............................................ 209

French Literature, Thought, and Culture, Department of ............ 214

Gender and Sexuality Studies, Major/Minor in ................................ 223

German, Department of .......................................................... 228

Global Public Health, Combined Majors in ................................ 236

Hebrew and Judaic Studies, Skirball Department of ........................ 243

Hellenic Studies, Alexander S. Onassis Program in ........................ 251

History, Department of ............................................................ 255

International Relations, Major in ............................................. 269

Irish Studies, Minor in ............................................................. 272

Italian Studies, Department of ............................................... 276

Journalism Institute, Arthur L. Carter ....................................... 285

Latin American and Caribbean Studies, Major/Minor in .............. 291

Latino Studies, Major/Minor in ................................................. 297

Law and Society, Program in ................................................... 302

Linguistics, Department of ........................................................ 305

Literature in Translation, Minor in .......................................... 315

Mathematics, Department of .................................................. 316

Medieval and Renaissance Studies, Program in ............................ 331

Metropolitan Studies, Major/Minor in ..................................... 338

Middle Eastern and Islamic Studies, Department of .................... 342

Music, Department of .............................................................. 350

Native American and Indigenous Studies, Minor in ....................... 355

Neural Science, Center for ....................................................... 359

Philosophy, Department of ...................................................... 362

Physics, Department of .......................................................... 370

Politics, Wilf Family Department of ......................................... 378

Psychology, Department of ...................................................... 388

Public Policy ............................................................................ 397

Religious Studies, Program in ................................................ 401

Romance Languages, Major in ................................................ 406

Russian and Slavic Studies, Department of ................................ 409

Science and Society, Minor in .................................................. 414

Self-Designed Honors Major ..................................................... 418

Social and Cultural Analysis, Department of .............................. 419

Sociology, Department of .......................................................... 424

South Asian Studies, Minor in ................................................... 430

Spanish and Portuguese Languages and Literatures, Department of ................................................................. 433

Cross-School Minors ............................................................... 446

Preprofessional, Accelerated, and Specialized Programs ............... 447

Arts and Science Summer and Winter Programs ......................... 453

New York University Study Away ............................................ 455

Admission .............................................................................. 462

Tuition, Fees, and Financial Aid ............................................... 476

Registration, Advisement, and Counseling ................................. 482

Degree Requirements ............................................................... 485

Academic Policies .................................................................... 488

Honors and Awards ................................................................ 501

Student Activities, University Services, and Community Service .... 507

Faculty of Arts and Science ...................................................... 510

Standing Committees in CAS and FAS ..................................... 533

Majors and Minors as Registered by the New York State Education Department ................................................................. 534

Programs of the University ...................................................... 6
The first president of New York University’s governing council was Albert Gallatin, former adviser to Thomas Jefferson and secretary of the treasury in Jefferson’s cabinet. Gallatin and his cofounders envisioned a “national university” that would provide a “rational and practical education for all.”

The founding of New York University in 1831 by a group of eminent private citizens marked a historic event in American education. In the early 19th century, the major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of those aspiring to careers in business, industry, science, and the arts as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a new university that fed off the energy and vibrancy of the city.

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

Enrollment in the undergraduate divisions at NYU ranges between 129 and 7,330, and the University offers over 11,000 courses and grants more than 25 different degrees. Classes vary in size, but the University strives to create a sense of community among students within and among the different disciplines.
NEW YORK UNIVERSITY AND NEW YORK

New York University Libraries
The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of a 10-library system that provides access to the world’s scholarship. The Division of Libraries holds well over 4 million book volumes. Its online catalog, BobCat, contains 4.5 million records, including 1.2 million e-books, 166,000 e-journals, 280,000 serial titles, and 165,000 audio and video recordings. The special collections are uniquely strong in the performing arts, radical and labor history, food studies, and the history of New York and its avant-garde culture. Bobst Library serves as a center for the NYU community’s intellectual life and offers approximately 2,500 seats for student study.

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

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Marion Nestle Food Studies Collection, one of the country’s largest troves of cookbooks and food related archives, dating from the 17th century; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world. Bobst Library also houses the Tamiment Library, the country’s leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions and to research the history of progressive social policies and promote public discussion of their role in our society. Tamiment’s Robert F. Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations. Fales, Tamiment, and the University Archives hold over 43,000 linear feet of archival materials.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields.

The Stephen Chan Library of Fine Arts at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology.

The Jack Brause Library at SPS Midtown, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The Library of the Institute for the Study of the Ancient World (ISAW) is a resource for advanced research and graduate education in ancient civilizations from the western Mediterranean to China.

The Bern Dibner Library serves the NYU Tandon School of Engineering. The libraries of NYU Abu Dhabi and NYU Shanghai provide access to all the resources in BobCat and are building their own collection of books and other print materials in support of the schools’ developing curricula. Complementing the collections of the Division of Libraries are those of the Health Sciences Library and School of Law.

The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University’s academic programs in recent years and to the rapid expansion of...
electronic information resources. Bobst Library’s professional staff includes more than 38 subject specialists who select materials and work with faculty and graduate students in every field of study at NYU. The staff also includes specialists in undergraduate outreach, instructional services, preservation, geospatial information, digital information, scholarly communication, intellectual property, and more.

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

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

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

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

The chief center for undergraduate and graduate study is at Washington Square in Greenwich Village, long famous for its contributions to the fine arts, literature, and drama and its personalized, smaller-scale, European style of living. NYU 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. NYU’s Tandon School of Engineering, located in downtown Brooklyn, connects academics with creative research and technology in the burgeoning Tech Triangle and is just a short subway ride away from Washington Square.

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

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

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

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

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

SENIOR UNIVERSITY ADMINISTRATION

Andrew Hamilton, BSc, MSc, PhD, President
Katherine Fleming, BA, MA, PhD, Provost

Yanoula Athanassakis, BA, MA, MA, PhD, Assistant Vice Provost for Academic Affairs
Ulrich Baer, BA, MPhil, PhD, Vice Provost for Faculty and Undergraduate Academic Affairs
Richard S. Baum, BA, Chief of Staff to the President

John Beckman, BA, Senior Vice President for Public Affairs and Strategic Communications
Lynee P. Brown, BA, MA, PhD, Senior Vice President for University Relations and Public Affairs
Linda Chiarelli, BE, JD, Vice President, Capital Projects and Facilities
Lisa M. Coleman, BA, MA, PhD, Senior Vice President for Global Inclusion, Diversity, and Strategic Innovation

Martin S. Dorph, BS, MBA, JD, Executive Vice President
Sabrina Ellis, BA, MS, Vice President of Human Resources
Tracey Gardner, BA, MPA, Deputy Chief of Staff
Paul M. Horn, BS, PhD, Senior Vice Provost for Research
Anthony Jiga, BA, MPP, Vice President for Budget and Planning
MJ Knoll-Finn, BA, MBA, Senior Vice President for Enrollment Management
Marlon Lynch, BA, MA, Vice President for Global Campus Safety
Kenneth Manotti, BA, Senior Vice President for University Development and Alumni Relations
Linda G. Mills, BA, JD, MSW, PhD, Vice Chancellor for Global Programs and University Life

Carol Morrow, BA, MA, PhD, Vice Provost
Karen Nercessian, BCE, MPA, Associate Vice Provost for Strategy & Chief of Staff to the Provost
Terrance Nolan, BA, JD, LLM, General Counsel and Secretary of the University
Len Peters, BS, MS, Vice President and Chief Information Officer
Stephanie Pianka, BA, MBA, Senior Vice President for Finance and Budget and Chief Financial Officer
Cybele Raver, BA, MS, MPhil, PhD, Deputy Provost
Ellen Schall, BA, JD, Senior Presidential Fellow
Clay Shirky, BA, Vice Provost for Educational Technologies
Marc L. Wais, BS, MBA, EdM, EdD, Senior Vice President for Student Affairs

DEANS AND DIRECTORS

Charles N. Bertolami, DDS, DMedSc, Herman Robert Fox Dean, College of Dentistry
Alfred H. Bloom, BA, PhD; hon.: LL.D, Vice Chancellor, NYU Abu Dhabi
Dominic Brewer, BA, MA, PhD, Gale and Ira Drukier Dean, Steinhardt School of Culture, Education, and Human Development
Russel Caflisch, BS, MS, PhD, Director, Courant Institute of Mathematics
Thomas J. Carew, BA, MA, PhD; hon.: MA, Anne and Joel Ehrenkranz Dean, Faculty of Arts and Science

Dennis Di Lorenzo, BA, Harvey J. Stiedman Dean, School of Professional Studies
Georgina Dopico, MA, PhD, Dean for Humanities, Faculty of Arts and Science
Clayton Gillette, BA, JD, Director, Marron Institute of Urban Management
Sherry L. Glied, BA, MA, PhD, Dean, Robert F. Wagner Graduate School of Public Service
Allyson Green, BFA, MFA, Dean, Tisch School of the Arts
Robert I. Grossman, BS, MD, Saul J. Farber Dean, NYU School of Medicine; Chief Executive Officer, NYU Hospitals Center

Neil Guterman, AB, AM, PhD, Dean, Silver School of Social Work
Phillip Brian Harper, BA, MA, MFA, PhD, Dean, Graduate School of Arts and Science
Cheryl G. Heaton, BA, MPA, DrPH, Director, Global Institute of Public Health; Dean, College of Global Public Health
Gene Jarrett, AB, AM, PhD, Seryl Kushner Dean, College of Arts and Science
Alexander Jones, BA, PhD, Director, Institute for the Study of the Ancient World
Steven E. Koonin, BS, PhD, Director, Center for Urban Science and Progress
BOARD OF TRUSTEES

William R. Berkley, BS, MBA, Chair

Ronald D. Abramson, BA, JD, hon.: DFA
Khaldoon Khalifa Al Mubarak, BS
Phyllis Putter Barasch, BS, MA, MBA
Maria Bartiromo, BA
Marc H. Bell, BS, MS
Andrea C. Bonomi, BSc
Casey Box, AA, BA, MPA
Sharon Chang, BA, MA
Evon R. Chesler, BA, MA, JD
Steven M. Cohen, BA, JD
Stuyvce Comfort, BSE, JD, LLM
Michael Denkensohn, BS
Jingsong Ding
Fiona Druckenmiller, BS, MBA
Gale Dukker, BS, MS, EdD
Joel S. Ehrenkranz, BS, MBA, LLM, LLM
Lun Feng, BS, LLM, JD
Laurence D. Fink, BA, MBA
Luiz Fraga, BA, MBA
Mark Fung, BA, MA, JD, PhD

Julie Mostov, BA, MA, PhD, Dean of Liberal Studies
Fabio Piano, BS, BA, PhD, Provost, NYU Abu Dhabi
Christine Poggi, BA, MA, PhD, Judy and Michael Steinhardt Director, Institute of Fine Arts
Michael D. Purugganan, BS, MA, PhD, Dean for Science, Faculty of Arts and Science
Katepalli R. Sreenivasan, BE, ME, MA, PhD; hon.: DSc, Dean, Tandon School of Engineering

Jeffrey S. Gould, BA, JD
Lisa Yoo Hahn, BA, JD
Andrew Hamilton, BSc, MSc, PhD
Natalie Holder, BS, JD, MBA
Beverly Hyman, BA, MS, PhD
Mitchell Jacobson, BA, JD
Boris Jordan, BA
David A. Katz, BA, JD
Jonathan C. Kim, BS
Andre J. L. Koo, BA, MBA
Joseph Landy, BS, MBA
Mark Leslie, BA
Brian A. Levine, BS, MS, MD
Amanda Lipitz, BFA
Martin Lipton, BS, LLM
Kelly Kennedy Mack, BA, MBA
Mimi M.D. Marziani, BA, JD
Howard Meyers, BS
Ruthie Ann Miles, BA, MA
Constance J. Milstein, BA, JD
David C. Oxman, BA, LLM
John Paulson, BS, MBA
Dasha Rettew, BA, MA

Eileen Sullivan-Marx, BSN, MS, PhD, CRNP, RN, FAAN, Dean, Rory Meyers College of Nursing
Rangarajan Sundaram, BA, MBA, MA, PhD, Dean, Leonard N. Stern School of Business
Joanna Waley-Cohen, BA, MA, PhD, Provost, NYU Shanghai
Susanne L. Wofford, BA; BPhil [Oxon.], PhD, Dean, Gallatin School of Individualized Study
Yu Lizhong, BSc, PhD, Chancellor, NYU Shanghai

Michael Laver, BA (hons.), MA, PhD, Dean for Social Sciences, Faculty of Arts and Science
Jeffrey S. Lehman, BA, JD, MPP, Vice Chancellor, NYU Shanghai
Carol A. Mandel, BA, MA, MLSL, Dean of Libraries
Geeta Menon, BA, MA, PhD, Dean, Undergraduate College, Leonard N. Stern School of Business
Trevor W. Morrison, BA (hons.) [British Columbia]; JD, Dean, School of Law

Catherine B. Reynolds, BA
Brett B. Rochkind, BS, MBA
William C. Rudin, BS
Constance Silver, BS, MSW, PhD
Larry A. Silverstein, BA, LLB
Lisa Silverstein, BA
Jay Stein
Joseph S. Steinberg, BA, MBA
Judy Steinhardt, BA, EdM
Jessica Swartz, BA, MA, PhD
Adam Taki, BA, MA
Chandrika Tandon, BA, MBA
Daniel R. Tisch, BA
Wenliang Wang
Nina Weissberg, BA, MA
Anthony Welters, BA, JD
Shelby White, BA, MA
Leonard A. Wilf, BA, JD, LLM
Tamara Winn, BA, JD, MBA
Sascia Yuan, BA
Charles M. Zegar, BS, MS, MS
LIFE TRUSTEES

Diane Belfer
Arthur L. Carter, BA, MBA
John J. Creedon, BS, LLB, LLM
Maurice R. Greenberg, LLB; hon.: JD, LLD
Henry Kaufman, BA, MS, PhD; hon.: LHD, LLD

Helen L. Kimmel, BA
Charles Klein, BA, JD
Richard Jay Kogan, BA, MBA
Kenneth G. Langone, BA, MBA
Donald B. Marron
Thomas S. Murphy, BSME, MBA
Herbert M. Paul, BBA, MBA, JD, LLM

E. John Rosenwald, Jr., BA, MBA
Marie Schwartz
Joel E. Smilow, BA, MBA
Sheldon H. Solow
Michael H. Steinhardt, BS
Robert F. Wright, BA, MBA
William D. Zabel, BA, LLB

TRUSTEE ASSOCIATES

Bruce Berger, BS
Leonard Boxer, BS, LLB
Jane Eisner Bram, BA, MSW, PhD

Betty Weinberg Ellerin, BA, LLB
Norman Goodman, BA, JD

Marvin Leffler, BS, MBA
Jeffrey H. Lynford, BA, MPA, JD

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

Administration

COLLEGE OF ARTS AND SCIENCE ADMINISTRATION

Gene Andrew Jarrett, AB, AM, PhD; Seryl Kushner Dean of the College of Arts and Science

Sarah Beth Bailey, BA, MA, EdD; Assistant Dean for First-Year Students

Danielle Brooks, BA, MSW; Assistant Dean for Preprofessional Advising

Soomie Han, BA, JD; Assistant Dean for Academic Support Services; Director of the University Learning Center

Richard J. Kalb, BA, MA, MDiv, PhD; Associate Dean for Students

Armanda Lewis, BA, MA, MPS, PhD; Associate Dean for Academic Affairs

William J. Long, BA, MA, PhD; Associate Dean for Academic Affairs

James C. Mazza, AB, MA, MPhil, PhD; Assistant Dean for Academic Affairs

Brian C. Paquette, LMSW, MPH, EdD; Associate Dean for Administration; Chief of Staff

Fatiah Touray, BA, MS, JD; Assistant Dean, International and Diversity Advising

Joel Ward, BA, MA, PhD; Assistant Dean for Students

Anne M. Blatz, BA; Associate Director, International Students

John Burdick, BA, MA, PhD; Associate Director, Academic Support

Cary Chan, BS; Assistant Director, Information Technology Services

Anthony Chiaravelotti, BA, MA; Academic Adviser, Academic Support

Alexandra Cordero, BA, MA, PhD; Assistant Director, Proud to be First

Patti A. Davis, BA, MA; Associate Director, College Advising Center; Academic Adviser, Seniors

Tyrell Davis, BS, MA; Associate Director, Engineering and Transfer Students

Monica De Jesus, BA, JD, LLM; Assistant Director, Preprofessional Advising

Rebecca Diamond, BA, MA; Academic Adviser, Orientation and Transition Programs

Jody Dublin, BA, MA, EdD; Academic Adviser, Preprofessional Advising

Michael Fisher, BA; Program Administrator, Academic Affairs

Christopher Holiman, BA, MA, JD; Academic Adviser, International and Diversity Advising

Cris Jones, BA, MA; Academic Adviser, Opportunity Programs; OP Student Counselor

Dwayne Kelly, BA, MPA; Academic Adviser, Opportunity Programs; OP Student Counselor

Randi Kempton, BS, MA; Academic Adviser, Preprofessional Advising

Kenneth Kidd, BS; Director of Special Projects and Events

Kristy Lamb, BA, BS, MPhil, PhD; Associate Director, Preprofessional Advising

Lana Lee Wright, BA, MA; Executive Assistant to the Dean

Lisa Lim, BA, MA; Academic Adviser, Operations

Noelle Marchetta, BA, MA; Director, Summer and Study Away Programs

Amy Monaco, BA, MA; Assistant Director, Budget and Operations

John O’Hara, BA, MA, PhD; Faculty Fellow, Academic Affairs

Rose Olivito, BFA, MA; Academic and Student Services Administrator

Veronica Pacheco, BA, MA; Academic Adviser, Student Affairs

Bruce Padron, BA; IT Support Specialist

Devon Pryor, BA, MA; Director, College Cohort Program

Brendan Rose, BA, MFA; Academic Adviser, International Students

Rachel Sloane, BS, MA; Academic Adviser, Transfer and Transition Students

Sherise Smith, BA, MA; Assistant Director, Preprofessional Advising and Postbaccalaureate Prehealth Studies Program

Brendan Sullivan, BA, MA, PhD; Associate Director, Juniors and Inter-School Programs

Eric Thurnauer, BA, MSW; Counselor

Christopher Whitehead, BA, MA; Academic Adviser, Academic Support

Claudine-Lonje A. Williams, BA, MSW; Academic Adviser, Opportunity Programs; OP Student Counselor
FACULTY OF ARTS AND SCIENCE ADMINISTRATION

Thomas Carew, BA, MA, PhD; Anne and Joel Ehrenkranz Dean of the Faculty of Arts and Science
Georgina Dopico, AB, PhD; Dean for the Humanities, Faculty of Arts and Science
Phillip Harper, BA, MA, MFA, PhD; Dean of the Graduate School of Arts and Science
Gene Andrew Jarrett, AB, AM, PhD; Seryl Kushner Dean of the College of Arts and Science
Michael Laver, BA, MA, PhD; Dean for the Social Sciences, Faculty of Arts and Science
Michael Purugganan, BS, MA, PhD; Dean for Science, Faculty of Arts and Science

ARTS AND SCIENCE BOARD OF OVERSEERS

Ronald D. Abramson, Esq., Buchanan Ingersoll & Rooney PC
Evelyn Berezin, Former President of Greenhouse Management Company
Arthur L. Carter, Artist and Former Publisher of The New York Observer
Evan R. Chesler, Esq., Presiding Partner, Cravath, Swaine & Moore LLP
Raja M. Flores, MD, Chief of the Division of Thoracic Surgery at Mount Sinai Hospital
Frank Ginsberg, Chairman and Chief Executive Officer of Avrett Free Ginsberg
Loretta B. Glucksman, Chairman, American Ireland Fund
Jay N. Goldberg, Senior Managing Director, Hudson Ventures
Alexander M. Goren, Partner, Goren Brothers
Mark J. Leslie, Managing Director, Leslie Ventures
David Liebowitz, Managing Partner, Aroya Capital
David McGraw, Self-employed Private Investor
Edward Mermelstein, Esq., Founding Partner, Rheem Bell & Mermelstein, LLP
Dawn Ostroff, President, Condé Nast Entertainment Group
Gerald R. Sigal, Founder and Chairman, Sigal Construction Corporation
Marjorie Stern, Founder and Owner, A Time for Children
Stephanie J. Stiefel, Managing Director, Neuberger Berman
Rose B. Styron, Writer and Human Rights Activist
Ex-Officio
Andrew Hamilton, President, New York University

The original Gothic-style University building, which was first occupied by NYU in 1835.
A BRIEF HISTORY OF THE

College of Arts and Science

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

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

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

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

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

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

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

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

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

ADMINISTRATORS

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

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

Danielle Brooks
Assistant Dean for Preprofessional Advising
Silver Center, Room 901
212-998-8160
E-mail: danielle.brooks@nyu.edu

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

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

Armanda Lewis
Associate Dean for Academic Affairs
Silver Center, Room 908
212-998-8110
E-mail: armanda.lewis@nyu.edu

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

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

Brian C. Paquette
Associate Dean for Administration and Chief of Staff
Silver Center, Room 910
212-998-8100
E-mail: brian.paquette@nyu.edu

Fatiah Touray
Assistant Dean for International and Diversity Advising
Academic Resource Center, Room G103
212-998-8088
E-mail: fattiah@nyu.edu

Joel Ward
Assistant Dean for Students
Silver Center, Room 909B
212-998-8140
E-mail: jsw298@nyu.edu

SERVICES

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

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

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

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

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

Office of the Bursar
Student Services Center
383 Lafayette Street, 1st Floor
212-998-2806

Office of Financial Aid
Student Services Center
383 Lafayette Street, 1st Floor
212-998-4444

Office of Global Programs
383 Lafayette Street, 4th Floor
212-998-4433

Office of Global Services
383 Lafayette Street, 1st Floor
212-998-4720

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

Office of the University Registrar
Student Services Center
383 Lafayette Street, 1st Floor
212-998-4800

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

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

Undergraduate Admissions Office
383 Lafayette Street, 2nd Floor
212-998-4500

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

NYU Wellness Exchange
212-443-9999
E-mail: wellness.exchange@nyu.edu
nyu.edu/999
### Calendar 2018–2019

(All dates inclusive)

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018</strong></td>
<td></td>
</tr>
<tr>
<td>Summer Session I</td>
<td>Monday–Sunday</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Wednesday–Sunday</td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>Monday</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day to drop a course</td>
<td>Monday</td>
</tr>
<tr>
<td>(without a “W”)</td>
<td></td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>Monday</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day for withdrawing from a course (with a “W”)</td>
<td>Monday</td>
</tr>
<tr>
<td>Midterm grades due</td>
<td>Monday</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Wednesday–Sunday</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday</td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>Monday–Friday</td>
</tr>
<tr>
<td>Winter recess</td>
<td>Saturday–Sunday</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>January Term 2019 classes begin</td>
<td>January 7</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (holiday)</td>
<td>January 21</td>
</tr>
<tr>
<td>January Term 2019 classes end</td>
<td>January 25</td>
</tr>
<tr>
<td>Spring term begins</td>
<td>January 28</td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>February 3</td>
</tr>
<tr>
<td>Last day to drop a course without a “W”</td>
<td>February 3</td>
</tr>
<tr>
<td>Presidents’ Day (holiday)</td>
<td>February 18</td>
</tr>
<tr>
<td>Spring recess</td>
<td>March 18-24</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>March 29</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>March 29</td>
</tr>
<tr>
<td>(with a “W”)</td>
<td></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 13</td>
</tr>
<tr>
<td>Reading day</td>
<td>May 14</td>
</tr>
<tr>
<td>Spring term final examinations</td>
<td>May 15-21</td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>May 22 (tentative)</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>May 27</td>
</tr>
<tr>
<td>Summer Session I</td>
<td>May 28–July 7</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>June 15 (classes meet on a Monday schedule, if requested by the instructor)</td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>July 4</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>June 16 (classes meet on a Thursday schedule, if requested by the instructor)</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>July 8–August 18</td>
</tr>
</tbody>
</table>

**Additional Important Calendar Dates**

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

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

The College Core Curriculum has five components:
1. The First-Year Seminar
2. Study of a foreign language
3. The Expository Writing Program
4. Foundations of Contemporary Culture (FCC)
5. Foundations of Scientific Inquiry (FSI)

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

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

- Incoming freshmen should complete their Core courses by the end of sophomore year. This will leave them free in their junior and senior years to focus on their major and elective courses. Some science majors, engineering students, prehealth students, and students placed in the International Writing Workshop sequence may need to delay starting, and thus finishing, a component of the Core Curriculum for a semester or more. Students who study away may also need to delay completing their Core courses beyond the sophomore year.
- Students must complete Writing the Essay (EXPOS-UA 1) during their first year. Those placed into the Liberal Studies Writing or International Writing Workshop sequences must begin in their first semester and must register for their remaining writing course(s) in the semester(s) immediately following.
- In designing the College Core Curriculum, the faculty sought to ensure that all students would receive a broad exposure to the liberal arts early in their college careers. With this wide academic horizon, the Core Curriculum encourages students to discover new intellectual interests outside their intended areas of specialization and to pursue those interests with elective courses outside their majors in their later undergraduate years.
THE FIRST-YEAR SEMINAR

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

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

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

Requirement

To fulfill the foreign language component of the College Core Curriculum, students must demonstrate or attain proficiency in a foreign language through the intermediate level. Ordinarily, this is accomplished by the successful completion of two years of language study in the College, through the second semester of a regular intermediate-level language sequence. Some languages are also taught as intensive courses, allowing students to complete the equivalent of two years of study in a single year. After two years of college language study or the equivalent demonstrated proficiency, students should have gained a broad competence in a language, but true fluency of written or oral expression will not usually have been developed at this point. For this reason, all students are encouraged to continue their language study beyond the intermediate level. In particular, students studying modern languages will find it most beneficial to immerse themselves in the living culture of a language by studying, traveling, or working abroad. Likewise, students of all languages, whether ancient or modern, are encouraged to continue their studies with elective courses in literature at the advanced level.

Exemptions

Students may fulfill the foreign language component of the College Core Curriculum by presenting outstanding scores on the SAT Subject Test or Advanced Placement Test (or equivalent international examination) in certain foreign languages, or by passing a CAS or departmental proficiency examination. For further information on language placement and exemption, see “placement examinations” in the academic policies section of
this Bulletin. For Advanced Placement Test and international examination equivalencies, consult the chart in the admission section, also in this Bulletin. Students whose secondary schooling was in a language other than English, or who complete the International Writing Workshop I, II sequence (EXPOS-UA 4, 9), are exempt from the foreign language requirement. Also exempt are students in the dual-degree engineering program.

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

Arabic, Intermediate II (MEIS-UA 104)
Cantonese, Intermediate II (SCA-UA 334/EAST-UA 413)
Chinese, Intermediate II (EAST-UA 204)
Chinese, Intermediate for Advanced Beginners (EAST-UA 232)
Filipino (Tagalog), Intermediate II (SCA-UA 324)
French, Intermediate II (FREN-UA 12)
French, Intensive Intermediate (FREN-UA 20)
German, Intermediate II (GERM-UA 4)
German, Intensive Intermediate (GERM-UA 20)
Greek, Ancient, Intermediate II: Homer (CLASS-UA 10)
Greek, Modern, Intermediate II (HEL-UA 106)
Hebrew, Intermediate II (HBRJD-UA 4)
Hindi, Intermediate II (MEIS-UA 408)
Irish, Modern, Intermediate II (IRISH-UA 103)
Italian, Intermediate II (ITAL-UA 12)
Italian, Intensive Intermediate (ITAL-UA 20)
Japanese, Intermediate II (EAST-UA 250)
Japanese, for Reading Proficiency (EAST-UA 268)
Korean, Intermediate II (EAST-UA 257)
Korean, Intermediate for Advanced Learners (EAST-UA 282)
Kreyol, Haitian, Intermediate II (LATC-UA TBD)
Latin: Vergil (CLASS-UA 6)
Persian, Intermediate II (MEIS-UA 404)
Portuguese, Intermediate II (PORT-UA 4)
Portuguese, Intensive Intermediate for Spanish Speakers (PORT-UA 21)
Quechua, Intermediate II (SPAN-UA 84)
Russian, Intermediate II (RUSSN-UA 4)
Russian, Grammar and Composition II (RUSSN-UA 6)
Spanish, Intermediate II (SPAN-UA 4)
Spanish for Spanish Speakers (SPAN-UA 11)
Spanish, Intensive Intermediate (SPAN-UA 20)
Swahili, Intermediate II (SCA-UA 124)
Turkish, Intermediate II (MEIS-UA 504)
Urdu, Intermediate II (MEIS-UA 304)

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

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

The practice of including writing in the Core Curriculum reflects NYU’s longstanding commitment to the centrality of written inquiry to undergraduate education. Expository writing courses at NYU teach students to move from answering teachers’ question to identifying and responding to questions and problems that they themselves identify. To this end, students learn to use writing as a flexible tool for exploring ideas, taking intellectual and creative risks, analyzing data (sources, text, visual material, and empirical data), making and rethinking observations, and investigating questions and curiosities. Students also learn to think of writing as a process of consciously crafting a text that purposefully communicates an idea, finding, result, insight, or interpretation to a specific imagined audience.

Most students fulfill the expository writing component of the Core through completion of Writing the Essay (EXPOS-UA 1). Subject to proficiency recommendations, some international students may be placed in the two-semester sequence International Writing Workshop I and II (EXPOS-UA 4 and 9). Others may have to enroll in International Writing Workshop: Introduction (EXPOS-UA 3) before embarking on the EXPOS-UA 4 and 9 sequence. A number of advanced elective courses are also available. For a complete description of the program and its course offerings, see the Expository Writing Program section of this Bulletin.

FOUNDATIONS OF CONTEMPORARY CULTURE

The Foundations of Contemporary Culture (FCC) sequence of the College Core Curriculum is a series of four coordinated courses in the humanities and social sciences. Within each of the four offerings, students are free to pursue their particular interests through their choice of individual classes. Overall, the structure of the FCC ensures that every student in the College gains a common core of skills and experiences in the liberal arts. In addition to the information on the FCC sequence provided in this Bulletin, detailed descriptions of each year’s course offerings may be found on the Core Curriculum website.

Texts and Ideas

Texts and Ideas introduces students to the ideals of liberal education and the central role of humanistic study in the liberal arts and fosters appreciation of the importance of humanistic learning for society at large. Students become acquainted with some of the literary and philosophical works that have been most influential in shaping the contemporary world and with significant instances in which the ideas in these works have been debated, developed, appropriated, or rejected. Texts and Ideas is not a survey but, rather, an examination of how texts influence subsequent thinking, create traditions, and reflect societal ideals. Texts and Ideas thus aims to provide a richer understanding of how cultures are constructed, modified, and represented.

Cultures and Contexts

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

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

Societies and the Social Sciences

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

**Expressive Culture**

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

**FOUNDATIONS OF SCIENTIFIC INQUIRY**

The Foundations of Scientific Inquiry (FSI) component of the College Core Curriculum is a series of three coordinated courses in quantitative reasoning and the natural sciences. Together, these courses ensure that every student in the College gains a fundamental understanding of how mathematics and laboratory experimentation advance scientific investigation. While some students acquire this background through course work offered in the science majors and the prehealth track, FSI courses are especially designed to meet the needs of nonscience students. Within each of the three offerings, students are free to pursue their particular interests through their choice of individual classes. In addition to the information on the FSI provided in this Bulletin, detailed descriptions of each year’s course offerings may be found on the Core Curriculum website.

**Quantitative Reasoning**

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

**Physical Science**

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

**Life Science**

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

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

**First-Year Seminars**

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

Any CAS student who does not complete this graduation requirement as a freshman is still responsible for it, and must either (1) take an Advanced Honors Seminar upon completion of at least 32 credits at NYU (see below) or (2) choose a reading- and writing-intensive course in any CAS department (ideally a small class designated as a seminar; it cannot be a course in the College Core Curriculum or in one’s major or minor).

**Advanced Honors Seminars**

The Advanced Honors Seminar (AHS) program extends the principles and approach of the First-Year Seminars to upper-level courses. These courses aim to put undergraduates into contact with leading thinkers (drawn not only from the College’s faculty but also from NYU’s professional schools and from among New York’s professional, cultural, and governmental leaders), to introduce them to important subjects, to challenge them intellectually through demanding standards of analysis and oral and written argumentation, and to prepare them to conduct their own research (for example, a Dean’s Undergraduate Research Fund grant or a senior honors thesis).

In some instances, students may count an Advanced Honors Seminar toward their major or minor, if the department considers this appropriate; in other cases, these seminars count as electives. Sophomores and juniors typically have priority in registering for Advanced Honors Seminars; seniors may register if space permits. Students must have completed at least 32 credits at NYU to register for an AHS.
**General Information**

All seminars are capped at 16 to 18 students. The students from two First-Year Seminars are grouped together into an advising “cohort” of 32 to 36 students, who meet as a group with their CAS adviser several times during the freshman year.

The selection of seminars changes from year to year. Students may find the most up-to-date offerings and descriptions at [cas.nyu.edu/academic-programs](http://cas.nyu.edu/academic-programs).

---

**FIRST-YEAR SEMINARS**

This is a sampling of recent seminars in the program. Except where noted, the seminars do not assume any specific course or background on the student’s part.

**Understanding Terrorism**  
FYSEM-UA 205  
Gerety. 4 points.

Examines terrorist attacks and movements from an interdisciplinary perspective, seeking to reach a better understanding of the attackers themselves, their motivations and backgrounds, and their plots and ideologies—whether secular or religious. We read case studies of terrorism and counter-terrorism, including moral and legal arguments about torture, detention, and targeted killings. We visit various sites in New York City and meet with people with direct experience of terrorism and radicalization, including representatives of both the police and the immigrant communities who have suffered profiling, prejudice, and mistrust. Also examines local, national, and international strategies to prevent such attacks and to halt the radicalization that brings fresh recruits to terrorist movements.

**Language and Reality in 20th-Century Science and Literature**  
FRSEM-UA 210  
Ulfers. 4 points.

Posits a common ground between the two cultures of science and the humanities and proposes a correlation between postclassical science (e.g., quantum theory) and “postmodern” literature and philosophy. Examines Heisenberg’s “uncertainty principle” and the “undecidability” of deconstructive theory. The discussion of these notions and their implications in literary works focuses on their effect on classical logic, the referential function of language, and the traditional goal of a complete explanation/description of reality.

**School and Society: NYU in the Sixties and Seventies**  
FYSEM-UA 255  
Tannenbaum. 4 points.


It was a time that witnessed the struggle for civil rights, assassinations, war abroad and riots at home, and a youth-led revolution in music, dress, and values. Aims to develop an appreciation of those years by examining the events and the reactions as they affected campuses and students across America. Students prepare reports on different aspects of the era and work on group projects. In both cases, and in the spirit of the times, the topics are self-chosen with the approval of the group and the seminar leader.

**Welcome to College: The Novel**  
FRSEM-UA 371  
Sternhell. 4 points.

Starting college can be exhilarating—and terrifying. A chance for intellectual enlightenment—or intense loneliness. We read a selection of college novels from different historical periods, ranging from F. Scott Fitzgerald’s *This Side of Paradise* to Tom Wolfe’s *I Am Charlotte Simmons*. We discuss these novels from a variety of perspectives: literary, historical, and journalistic. In addition to presenting reports on the readings, students write about their own experiences as first-year students at NYU in several genres, including fiction and nonfiction.

**Journalism of War, Revolution, Genocide, and Human Rights**  
FYSEM-UA 384  
Linfield. 4 points.

We read some of the key journalistic works on war, revolution, genocide, and human rights that have been written in the past one hundred years. How, and why, has the nature of war changed in the past century? Why do some revolutions, such as those in Eastern Europe after the fall of Communism, largely succeed, while others, such as those of the Arab Spring, fail so miserably? Why do sufferers of violence and oppression so often become perpetrators of it? What is the difference between war and genocide, and why did the latter emerge in the 20th century? Why has terrorism re-emerged with such vengeance in the past two decades? What are “human rights”—another invention of the
20th century—and how, if at all, have they become a reality?

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

Global Citizenship: Theory and Practice
FYSEM-UA 484 Baer. 4 points.
Explores the notion and practice of global citizenship—the capacity and willingness to think across and beyond actual and imagined boundaries, and to develop skills that can solve problems and explore opportunities in unfamiliar contexts. Examines globalization as a historical, economic, and cultural phenomenon. Topics include local resistance to global homogeneity; human rights; the role of language in global contexts; the specificity of culture and arts; the idea of film or photography as universal languages; and an exploration of New York City as an international city that has turned its diversity into strength.

In Search of Lost Time
FRSEM-UA 503 Clements. 4 points.
We will read Proust (in translation) as he should be read: hedonistically—with respect and admiration but also with delectation. A prodigious novel of more than 4,000 pages, *In Search of Lost Time* is still unparalleled in how it combines finesse and wit with raw emotion, self-examination with social history, profound psychological acuity with a dazzling portrait of the French beau monde at the outset of modernity, and how it merges an audacious exploration of literary form with explorations of memory, desire, attachment, deception, lust, jealousy, ambition, and disappointment. We move at a brisk pace through the entire work (reading assignments average 350 pages per week).

Facing Fascism: The Spanish Civil War and U.S. Culture
FRSEM-UA 539 Prerequisite: AP credit in Spanish, or in U.S. or world history. Fernández. 4 points.
The West is in the grip of the Great Depression, and liberal democracy is in crisis. On the rise: a spectrum of ideologies ranging from anarchism to fascism. July 1936: a right-wing military coup attempts to overthrow a democratically elected left-wing coalition government, and all eyes turn toward Spain. We conduct research in NYU’s Abraham Lincoln Brigade Archives (ALBA), a vast collection of materials that chronicles the lives of the 2,800 Americans who, between 1936 and 1939, volunteered to fight fascism in Spain. We explore the place occupied by Spain and the Spanish Civil War in American culture from the 1930s forward and how journalists, writers, artists, and citizens reacted to the war in Spain.

Epics 4.1: The Odyssey, the Aeneid, Paradise Lost, Moby Dick
FYSEM-UA 630 Gilman. 4 points.
The question of what it means to be human is the fundamental concern of all works of literature. The epic sets the human protagonist on a global stage, in its very amplitude opening a wide expanse of time and place and history. Its fundamental question: what does it mean to be a human in the world? Examines the epic, with a careful study of Homer’s *Odyssey*, Virgil’s *Aeneid*, Milton’s *Paradise Lost*, and Melville’s *Moby Dick*, supplemented by briefer related readings; as time permits, *Paradise Lost* may be accompanied by selections from Milton’s other poetry, and Moby Dick by Melville’s *Benito Cereno* and/or “Bartleby.”

Love: The Sociology of Intimacy
FYSEM-UA 660 Royster. 4 points.
Much has been written about love from every conceivable point of view, but sociology asks very specific questions about how social contexts influence how people love across different eras, societies, and groups. American society has undergone many changes that profoundly affect how we love, including what forms we expect our relationships to take; when we expect to form enduring relationships with romantic partners; and what it may take to move from exploration to commitment. Sociology de-bunks many “love” myths that we’ve told ourselves as a society and instead highlights realities we’ve lived but not understood well—providing clarity on the distance between “idealized” and “realized” love.
This is a sampling of recent seminars in the program. Except where noted, the seminars do not assume any specific course or background on the student’s part.

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

**The NYU Mediation Lab**  
AHSEM-UA 176 Identical to ENGL-UA 252; fulfills the pre-1800 requirement for the English major. Siskin. 4 points. 
The NYU Mediation Lab is open to students in all disciplines in CAS and to everyone who wishes to put their majors to work in the world. In your other classes this fall, you’ll learn what’s already in those majors. Our goal in this lab is to figure out what’s not in them—yet. MIT has its famous Media Lab (media.mit.edu) to ask “the questions not yet asked—questions whose answers could radically improve the way people live, learn, work, and play.” At NYU, we go beyond the “media” to “mediations” of every kind—to every strategy for turning the present into a better future.

**Narrating Poverty in Brazilian Literature and Film**  
AHSEM-UA 186 Identical to PORT-UA 704. Conducted in English. Peixoto. 4 points. 

**Making History: Culture and Politics in the Caribbean**  
AHSEM-UA 204 Identical to SPAN-UA 551 and HIST-UA 760. Fischer. 4 points. 
Key moments of Caribbean history: “Discovery;” slavery and the struggles against it; colonialism and independence movements; U.S. occupations; dictatorships and revolutions; the Caribbean diaspora; and the transformation of the Caribbean islands into so many tourist destinations. Focuses on the Spanish-speaking islands (Cuba, Puerto Rico, Dominican Republic) without neglecting the French- and English-speaking Caribbean or questions that concern the Caribbean as a whole. Readings include primary sources (slave testimonies, declarations of independence, revolutionary discourses) and literary texts.

**Game Theory and the Humanities**  
AHSEM-UA 237 Prerequisite: a willingness to learn and apply sophisticated reasoning to analyze the interactions of players in games. Brams. 4 points. 
Game theory is a mathematical theory of strategy that has been applied to the analysis of conflict and cooperation in such fields as economics, political science, and biology. We discuss more unusual applications—to history, literature, philosophy, the Bible, theology, and law. Topics: Abraham’s decision to offer his son Isaac for sacrifice; the choices made by accused witches and their persecutors in medieval witch trials; Lady Macbeth’s incitement of her husband to murder King Duncan in Shakespeare’s play; several strategic games played by presidents and their antagonists in domestic crises and international crises; and coping mechanisms used by characters in catch-22 games.

**Suffering and Comfort: Explorations in Narrative Medicine**  
AHSEM-UA 245 Shedlin. 4 points. 
How do people cope with the complexities that illness, the need for care, and loss bring into our lives? Readings in narrative medicine and other sources guide our discussions about the different ways individuals and cultures treat these important aspects of the human experience. Familiarizes students with the importance of narrative expression in understanding the human experiences of illness, loss, coping, and resilience, and the conceptual frameworks that physicians, nurses, social workers, and clergy use as they assist patients and families.
The program in Africana studies at New York University, part of the Department of Social and Cultural Analysis (SCA), is a multi-continental and interdisciplinary program devoted to scholarship on the histories, political and cultural movements, literatures, institutions, economies, and identities of Africans and the African Diaspora across the globe. Africa's own overlapping modernities and the transnational migrations of its peoples—whether forced or voluntary—have complicated the meanings of "black" and "African" identities and experiences, prompting us to rethink the geographical boundaries and conceptual paradigms surrounding the production of knowledge about Africa and its diasporic communities in the 21st century. Accordingly, the program is a site for cross-cultural teaching and research in the histories, cultures, economies, politics, and practices of African Diasporas in Africa, the Americas (North and South), the Caribbean, Europe, the Asia-Pacific region, and the Middle East.

NYU's study away center in Ghana offers a rare opportunity for undergraduates to study in Africa. A range of Africana studies courses has been developed and is offered at NYU Accra (visit nyu.edu/accra).

The program maintains close relationships with the community programming and research activities of NYU's Institute of African-American Affairs and Africa House.

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

MAJOR/MINOR IN

Africana Studies

Major

The Africana studies major requires nine 4-point courses (36 points) completed with a grade of C or better. Two introductory courses—may be taken in either order:

- Social and Cultural Analysis 101 (SCA-UA 101)
- Approaches to Africana Studies (SCA-UA 102), or one of the following CORE-UA if taught by SCA faculty: Cultures and Contexts: Africa (CORE-UA 505) or Cultures and Contexts: The African Diaspora (CORE-UA 532) or Cultures and Contexts: The Black Atlantic (CORE-UA 534)

Six elective courses:

- Six designated Africana studies electives, of which four must be taught by SCA faculty.
- SCA Theory and Practice: The Internship Program (SCA-UA 42) is no longer required, but is highly recommended and can count as an elective; one African language course can count as an elective if taught by SCA faculty.

One research course:

- Advanced Research Seminar (SCA-UA 90)

Minor

Five 4-point courses (20 points) completed with a grade of C or better are required for the minor in Africana
MAJOR/MINOR IN AFRICANA STUDIES

studies. Students must take: Approaches to Africana Studies (SCA-UA 102) or one of the following CORE-UA if taught by SCA faculty: Cultures and Contexts: Africa (CORE-UA 505) or Cultures and Contexts: The African Diaspora (CORE-UA 532) or Cultures and Contexts: The Black Atlantic (CORE-UA 534). They also take four designated Africana studies elective courses, of which two must be taught by SCA faculty. One African language course can count as an elective if taught by SCA faculty.

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

Policy on Double Counting of Courses
Majors may share (double count) two courses with a second major, with permission from the other department/program.

Minors may share (double count) one course with a major or a second minor, with permission from the other department/program.

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

COURSES

Introductory Core
Social and Cultural Analysis 101
SCA-UA 101 Offered every year. 4 points.
Introduces theories, methods, and political trajectories central to the Department of Social and Cultural Analysis (SCA). SCA addresses how individuals and populations structure their worlds and navigate the resulting social, cultural, and political terrain. It privileges scholarly work with an intersectional approach, drawing on theoretical insights from such fields as social geography, feminism and queer studies, ethnic studies, urban and metropolitan studies, critical race theory, labor studies, and cultural studies.

Approaches to Africana Studies
SCA-UA 102 Formerly SCA-UA 101. Cultures and Contexts: Africa (CORE-UA 505) or Cultures and Contexts: The African Diaspora (CORE-UA 532) or Cultures and Contexts: The Black Atlantic (CORE-UA 534) can substitute for this course if taught by SCA faculty. SCA-UA 102 is offered periodically; the Core courses are offered every year. 4 points.
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 to document and transmit the experiences of black peoples.

Please note that the following CORE-UA courses count as introductory only when offered by SCA faculty.

Cultures and Contexts: Africa
CORE-UA 505 Offered every year. 4 points.
See description under College Core Curriculum in this Bulletin.
MAJOR/MINOR IN AFRICANA STUDIES

Cultures and Contexts: The African Diaspora
CORE-UA 532 Offered every year. 4 points.
See description under College Core Curriculum in this Bulletin.

Cultures and Contexts: The Black Atlantic
CORE-UA 534 Offered every year. 4 points.
See description under College Core Curriculum in this Bulletin.

Research Core

Advanced Research Seminar
SCA-UA 90 Prerequisite: Social and Cultural Analysis 101 (SCA-UA 101) or CORE-UA 532 or CORE-UA 534 or CORE-UA 505. Offered every semester. 4 points.
Students write a 20-25 page research paper with a focus on a specific research method. Topics vary by semester; see Albert for details.

Honors Program

Senior Honors Seminar
SCA-UA 92 Prerequisites: 3.65 GPA or higher (both overall and in the major), and either Social and Cultural Analysis 101 (SCA-UA 101) or Concepts in Social and Cultural Analysis (SCA-UA 1), and either Field Colloquium in Africana Studies (SCA-UA 7) or Cultures and Contexts: The African Diaspora (CORE-UA 532), and permission of the department. Offered every fall. 4 points.

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

SCA Theory and Practice: The Internship Program

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

SCA Theory and Practice: The Internship Program
SCA-UA 42 Requires ten hours a week of fieldwork. Offered every spring. 4 points.

Elective Courses

Black Urban Studies
SCA-UA 115 Identical to HIST-UA 90. 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.

Race, Football, and American Culture
SCA-UA 153 4 points.
The evolution of American football into a mirror of black life and politics and a reflection of race relations in American culture. Student writing and research explores the growth of football as a vehicle and model for black protest and support for movements such as Black Lives Matter. Attendance at two football games is required.

The Black Body and the Lens
SCA-UA 155 4 points.
Explores the range of ideas and methods used by critical thinkers in addressing the body in photography, video, music, and film. Considers the construction of beauty, gendered images, race, and hip-hop culture. The historical gaze and the interplay between the historical and the contemporary, between self-presentation and imposed representation, are fundamental to our discussions. Final projects include an imaging project and/or a written essay.

Black Feminism
SCA-UA 156 4 points.
Explores the production and practice of black feminist theory in 20th-century America. We examine the written work and the activism of African American women and look at the way that theory and practice historically intersect around questions of race and gender. We also interrogate power and think about the ways in which systems of oppression both produce and block a black feminist consciousness.

Hip Hop and Politics
SCA-UA 157 4 points.
Besides realizing the worst fears of a previous generation who placed its hopes in the aspirations of 60s-era social movements, this new generation’s fashion sensibilities, technological savvy, and
Strategies for commodifying blackness suggest a demographic now more concerned with the economics of globalization than the political economy of race. We interrogate the specific generational tensions that structure popular and intellectual discourses concerning the “hip-hop generation” and the perceived demise of contemporary black politics.

**Race and Reproduction**
SCA-UA 158 4 points.
Examines the connections between gender, racial ideology, and history of medicine to consider the range of ways that reproduction—medically, culturally, and experientially—produces and troubles racial ideology. Cross-cultural breadth will help us to consider the relationship between biological experiences (which are often portrayed as universal) and socio-cultural context. We locate biology within a wider set of issues around social reproduction and the practices of motherhood, and both illuminate and problematize the connections between technologies and politics of biology and difference.

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

**The Postcolonial City**
SCA-UA 166 4 points.
Uses ethnographic, sociological, historical, and literary texts to theorize the Afrodiasporic city and urban experience. Explores the contours of these urban matrices through special attention to historical categories that prepare us to theorize the way Afrodiasporic populations have experienced and lived history (e.g., the precolonial, the colonial, and the postcolonial). Considers the historical emergence of the Third World as not simply a broad rubric for African and Asian postcolonies, but instead as a project to reverse the course of European exploitation.

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

**Topics in Pan-Africanism**
SCA-UA 181 4 points.
Possible themes, which vary from semester to semester, include African unity, black rebellion, colonialism and racism, the African diaspora and culture, and relationships between Pan-Africanism and movements such as nationalism, Marxism, and Afrocentricity.

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

**Language Courses**

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

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

**Intermediate Swahili I**
SCA-UA 123 Prerequisite: Elementary Swahili I (SCA-UA 121) or permission of the instructor. 4 points.
Builds on the basic knowledge of pronunciation, vocabulary, useful expressions, and fundamental grammatical features attained at the introductory level. Aims to strengthen reading, writing, and conversation skills by accessing a wide range of grammatical and literary knowledge of the language, its cultural context, and literary genres. Students read a novel and a play written in Kiswahili.
Intermediate Swahili II
SCA-UA 124 Prerequisite: Intermediate Swahili I (SCA-UA 123) or permission of the instructor. Offered every year. 4 points.
Aims to enable students to communicate entirely in Kiswahili, to carry out bidirectional translation from Swahili to English and from English to Swahili, and to negotiate technical language. At this level, students master the intricacies of Kiswahili grammar; acquire a wide range of vocabulary; read Kiswahili fluently; understand Kiswahili poetry, idioms, and proverbs; and use idiomatic Kiswahili in creative writing and translation.

Intermediate Yoruba II
SCA-UA 183 Prerequisite: Elementary Yoruba I or permission of the instructor. 4 points.
Yoruba is a language spoken in West Africa by approximately 20 million people. Emphasizes spoken and written Yoruba in various cultural contexts.

Related Courses
The following courses count as faculty electives for the Africana studies major and minor. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

AMERICAN STUDIES
Comparative Ethnic Studies
SCA-UA 224 4 points.
Intersections: Race, Gender, and Sexuality in U.S. History
SCA-UA 230 4 points.
Ethnicity and the Media
SCA-UA 232 4 points.
Race and the American Right
SCA-UA 236 4 points.
Social Movements and Alternative Futures
SCA-UA 237 4 points.

ASIAN/PACIFIC/AMERICAN STUDIES
The Constitution and People of Color
SCA-UA 366 4 points.
Reading Race and Representation
SCA-UA 368 4 points.
The Immigrant Imagination
SCA-UA 371 4 points.

GENDER AND SEXUALITY STUDIES
Transnational Feminism
SCA-UA 474 4 points.

LATINO STUDIES
Afro-Latino Culture and History
SCA-UA 565 4 points.
Caribbean Women Writers
SCA-UA 565 4 points.

Cross-Listed Electives
Majors and minors may take no more than two courses from this category. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

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

ENGLISH
18th- and 19th-Century African American Literature
SCA-UA 783 Identical to ENGL-UA 250. 4 points.
20th-Century African American Literature
SCA-UA 784 Identical to ENGL-UA 251. 4 points.
Contemporary African American Fiction
SCA-UA 786 Identical to ENGL-UA 254. 4 points.
Introduction to African Literature
SCA-UA 839 Identical to ENGL-UA 175. 4 points.

HISTORY
Women and Slavery in the Americas
SCA-UA 730 Identical to HIST-UA 660. 4 points.
History of Contemporary Africa
SCA-UA 791 Identical to HIST-UA 567. 4 points.
African American History to 1865
SCA-UA 795 Identical to HIST-UA 647. 4 points.
African American History Since 1865
SCA-UA 796 Identical to HIST-UA 648. 4 points.
Black Women in America
SCA-UA 861 Identical to HIST-UA 661. 4 points.

JOURNALISM
Journalism and Society: Minorities and the Media
SCA-UA 702 Identical to JOUR-UA 503. 4 points.
MAJOR/MINOR IN AFRICANA STUDIES

LINGUISTICS
African American Vernacular English
SCA-UA 799 Identical to LING-UA 23. 4 points.
Language of American Ethnic Minorities
SCA-UA 847 Identical to LING-UA 47. 4 points.

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

STEINHARDT SCHOOL OF CULTURE,
EDUCATION, AND HUMAN DEVELOPMENT
American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education
SCA-UA 755 Identical to TCHL-UE 41. 4 points.

TISCH SCHOOL OF THE ARTS
Theatre of the Black Atlantic
SCA-UA 835 Identical to THEA-UT 741. 4 points.
American studies at NYU is one of the country’s top-ranked programs in this dynamic field. An interdisciplinary program housed in the Department of Social and Cultural Analysis, it studies United States society in national, hemispheric, and global frameworks. It draws on faculty strength in a wide range of fields, including history, area studies, literature and film, gender studies, critical ethnic studies, political economy, and urban and environmental studies. 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. Students are exposed to a range of methodologies in the social sciences and humanities, including ethnography, textual analysis, archival research, and cultural studies.
other than English beyond the minimum level required by the College of Arts and Science; studying languages especially germane to the department’s fields of study; pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research away in contexts entailing the exercise of key language or linguistic capabilities.

Policy on Double Counting of Courses
Majors may share (double count) two courses with a second major, with permission from the other department/program.

Minors may share (double count) one course with a major or a second minor, with permission from the other department/program.

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

COURSES

Introductory Core

Social and Cultural Analysis 101
SCA-UA 101 Offered every year. 4 points.
Introduces theories, methods, and political trajectories central to the Department of Social and Cultural Analysis (SCA). SCA addresses how individuals and populations structure their worlds and navigate the resulting social, cultural, and political terrain. It privileges scholarly work with an intersectional approach, drawing on theoretical insights from such fields as social geography, feminism and queer studies, ethnic studies, urban and metropolitan studies, critical race theory, labor studies, and cultural studies.

Approaches to American Studies
SCA-UA 201 Offered periodically. 4 points.
Key themes: war’s role in social and political development, the meaning of borders, the politics of entertainment, public interest in private affairs, and the interplay of goods and labor in shaping national (and transnational) conditions of fulfillment and dignity. Serves as a gateway to lines of inquiry and analysis currently animating interdisciplinary study of “America” and as an opportunity to relate current debates to their historical contexts.

Intersections: Race, Gender, and Sexuality in U.S. History
SCA-UA 230 4 points.
Counts as an introductory core if SCA-UA 201 is not offered. See description below.

Research Core

Advanced Research Seminar
SCA-UA 90 Prerequisite: any of the following: Social and Cultural Analysis 101 (SCA-UA 101), or Approaches to American Studies (SCA-UA 201), or Intersections: Race, Gender, and Sexuality in U.S. History (SCA-UA 230). Offered every semester. 4 points.
Students write a 20-25 page research paper with a focus on a specific research method. Topics vary by semester; see Albert for details.

Honors Program

Senior Honors Seminar
SCA-UA 92 Prerequisites: 3.65 GPA or higher (both overall and in the major), Social and Cultural Analysis 101 (SCA-UA 101), and either Approaches to American Studies (SCA-UA 201) or Intersections: Race, Gender, and Sexuality in U.S. History (SCA-UA 230), and permission of the department. Offered every fall. 4 points.

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

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

SCA Theory and Practice: The Internship Program

SCA-UA 42 Requires ten hours a week of fieldwork. Offered every spring. 4 points.

Elective Courses

Comparative U.S. Ethnic Studies
SCA-UA 224 4 points.
Serves as an introduction to the interdisciplinary study of race and ethnicity in the United States and to the range of identities and issues inherent in American culture. No previous knowledge of ethnic studies is presumed.

Intersections: Race, Gender, and Sexuality in U.S. History
SCA-UA 230 4 points.
Examines how gender, race, and sexuality shaped cultural and political policies and debates in such case studies as the Salem witch trials; slavery, abolition, and lynchings; U.S. imperialism in Puerto Rico and Hawaii; the politics of welfare and reproduction; cultural constructions of manliness, masculinity, and citizenship; and responses to the AIDS pandemic in a global context.

Ethnicity and the Media
SCA-UA 232 4 points.
Surveys theoretical approaches to the study of images, paying particular attention to the intersection of history and ideologies or representation. Examines the nature and politics of stereotypes and their reproduction through discourses, representations, and practices. Media representations of four minority groups—African American, Asian, Latino, and Native American.

Cultures and Economies
SCA-UA 234 4 points.
Considers the cultural construction of “the economy” and the economic basis for cultural practices and policies. Examines 20th century evolution from the rise of corporate capitalism, through the Depression and the New Deal, to the rise and challenges of neoliberal policy shifts, financialization, and accelerated globalization since the 1970s. Particular focus on the dynamics of “crisis,” both as an economic and as a cultural phenomenon.

Race and the American Right
SCA-UA 236 4 points.
The rise of the modern conservative movement in America and the central role that race has played in shaping the strategies, rhetoric, and policies of the modern right since the middle of the 20th century. Topics: electoral realignment and the Southern Strategy, the Trump phenomenon, the religious right, the rise of right-wing women, and the growing role of Latino and African American conservatives within the GOP.

Social Movements and Alternative Futures
SCA-UA 237 4 points.
Examines the political dreams of alternative futures emerging from various social movements both past and present. Considers the specific conditions leading to desires for transformation while questioning how the aims of differently marginalized groups can collide with one another. Topics: Indigenous movements, anticolonial movements, queer futurity, the black radical tradition, Asian American movements, and Occupy Wall Street.

Couture/Culture: Fashion and Globalization
SCA-UA 253 4 points.
Explores fashion’s contested histories; its modes of production, consumption, and address; and its relationship to colonial enterprises. Topics (considered against the background of globalization) include the social uses of fashion; the fashion cycle (use, reuse, discard); the relationship between dress and the body; feminist critiques of fashion; the politicization of clothing (from ethnic dressing to green clothing); and the links between style consumption and garment production.

Topics in American Studies
SCA-UA 280 Offered every year. 4 points.
In-depth study of a particular problem or research area within American studies. See course schedule for current topic.
Related Courses
The following courses count as faculty electives toward the American studies major and minor. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

AFRICANA STUDIES
Black Urban Studies
SCA-UA 115 4 points.
Race, Football, and American Culture
SCA-UA 153 4 points.
The Black Body and the Lens
SCA-UA 155 4 points.
Black Feminism
SCA-UA 156 4 points.
Hip Hop and Politics
SCA-UA 157 4 points.
Race and Reproduction
SCA-UA 158 4 points.
Language and Liberation: At Home in the Caribbean and Abroad
SCA-UA 163 Identical to LING-UA 26. 4 points.
The Postcolonial City
SCA-UA 166 4 points.

ASIAN/PACIFIC/AMERICAN STUDIES
Asian-American Literature
SCA-UA 306 4 points.
Filming Asian America: Documenting Community
SCA-UA 361 4 points.
The Constitution and People of Color
SCA-UA 366 Offered every year. 4 points.
Reading Race and Representation
SCA-UA 368 4 points.
“Chinatown” and the American Imagination
SCA-UA 370 4 points.
The Immigrant Imagination
SCA-UA 371 4 points.
Critical Indigenous Theory and Settler Colonialism
SCA-UA 372 4 points.
Topics in A/P/A Studies
SCA-UA 380 Offered every semester. 4 points.

GENDER AND SEXUALITY STUDIES
Sex and the City
SCA-UA 420 4 points.
Queer Cultures
SCA-UA 450 4 points.
Theories of Gender and Sexuality
SCA-UA 472 4 points.
Transnational Feminism
SCA-UA 474 4 points.
Queer Histories
SCA-UA 475 4 points.
Queer Literature
SCA-UA 482 4 points.
Topics in Gender and Sexuality Studies
SCA-UA 493 Offered every semester. 4 points.

LATINO STUDIES
Latino/a Art and Performance in New York City
SCA-UA 532 4 points.
Latino/a Popular Culture
SCA-UA 534 4 points.
The Latinized City
SCA-UA 540 4 points.
Topics in Latino Studies
SCA-UA 541 Offered every semester. 4 points.
Latino Politics
SCA-UA 542 Offered every fall. 4 points.
Latina Feminist Studies
SCA-UA 548 4 points.
Globalization, Immigration, and Postcolonial Identity
SCA-UA 560 4 points.
Revolutionary Cultures of the Americas
SCA-UA 561 4 points.
NAFTA and Narcos
SCA-UA 562 Colloquium. 4 points.
Afro-Latino Culture and History
SCA-UA 565 4 points.
Nationalism and Development in U.S. Literature, 1850 to 1950
SCA-UA 568 4 points.
Caribbean Women Writers
SCA-UA 570 4 points.
MAJOR/MINOR IN AMERICAN STUDIES

Postmodern Travel Fictions
SCA-UA 572 4 points.

METROPOLITAN STUDIES
Cities in a Global Context
SCA-UA 602 4 points.

Urban Cultural Life
SCA-UA 608 4 points.

Law and Urban Problems
SCA-UA 610 4 points.

Community Empowerment
SCA-UA 613 4 points.

Gender in the Urban Environment
SCA-UA 621 4 points.

New York City in Film
SCA-UA 623 4 points.

Landscapes of Consumption
SCA-UA 625 4 points.

Cinema and Urbanism
SCA-UA 626 4 points.

Urban Environmentalism
SCA-UA 631 4 points.

Climate Change and Environmental Justice
SCA-UA 632 4 points.

Urban and Suburban
SCA-UA 633 4 points.

Topics in Metropolitan Studies
SCA-UA 680 Offered every year. 4 points.
PROGRAM IN

Ancient Studies

Program

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

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

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

Animal Studies

The animal studies minor provides a wide range of electives in environmental studies, philosophy, sociology, marine biology, art and literary studies, and law and policy. The animal studies minor can be combined with any major and will help students develop strengths in a variety of academic and professional fields.

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

- Animals and Society (ANST-UA 200/ENVST-UA 610/SOC-UA 970)
- Primate Communication (ANST-UA 257/ANTH-UA 59)
- Making Art in the Anthropocene (ANST-UA 393/AHSEM-UA 193/ENVST-UA 593/THEAT-UT 801)
- Ethics and Animals (ANST-UA 400)
- Animal Minds (ANST-UA 410)
- Food, Animals, and the Environment (ANST-UA 440/ENVST-UA 440)
- Animals and Public Policy (ANST-UA 500/ENVST-UA 630)
- Topics in Animal Studies (ANST-UA 600)
- Primate Behavioral Ecology (ANTH-UA 54)
- Comparative Biology of Living Primates (ANTH-UA 56)
- Prehistoric Art and Symbolic Evolution (ANTH-UA 212)
- Texts and Ideas: Topics—Animal Humans or Of Beasts and Books (CORE-UA 400)
- Topics in Performance Studies: Animal Rites (DRLIT-UA 301)
- Introduction to Marine Ecology and Conservation (ENVST-UA 323)
- Animals, People, and Those in Between (ITPG-UT 2746)

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

COURSES

Animals and Society
ANST-UA 200 Identical to ENVST-UA 610 and SOC-UA 970. Jerolmack. 4 points.
How relationships with animals reflect and shape social life, culture, and how people think about themselves. Explores the myriad and contradictory positions that animals occupy in society and deconstructs the social origins of these seemingly natural categories. How humans and animals coordinate interaction without language.

Primate Communication
ANST-UA 257 Identical to ANTH-UA 59.
Prerequisite: Human Evolution (ANTH-UA 2).
Higham. 4 points.
Topics include signals and cues, signal honesty, concepts of signal information content and evolutionary signal design, communication in different sensory modalities, and the evolution of language.
MINOR IN ANIMAL STUDIES

Making Art in the Anthropocene: Project on Ecology, Species, and Vibrant Matter
ANST-UA 393 Identical to AHSEM-UA 193, ENVST-UA 593, and THEAT-UT 801. Not open to freshmen. Chaudhuri, Erti. 4 points.
Prior artistic training/practice is not required, but artistic and creative work is required. Examines “post-humanist” theories of species, ecology, and matter, as well as a variety of literary, cinematic, and visual art works reflecting them. Students use space, objects, movement, sound, imagery, and writing to explore the aesthetic implications of these theoretical ideas.

Ethics and Animals
ANST-UA 400 Sebo. 4 points.
Examines how animals have been denied/granted moral status and the significance of human/animal differences. Surveys the main philosophical moral theories in animal ethics and the practical issues surrounding our varied relationships with and use of animals. Considers whether animals should have legal rights, and the best strategies to protect them.

Animal Minds
ANST-UA 410 Sebo. 4 points.
How do animals experience the world? What is a mind? Which animals have minds? How can we learn about them? What kinds of emotions and thoughts do nonhuman animals have? Is language required for thought? Who is self-conscious? Can animals have culture and moral agency?

Food, Animals, and the Environment
ANST-UA 440 Identical to ENVST-UA 440. Offered every spring. Schlottmann. 4 points.
Studies human interaction with both food and animals and the environmental impacts and ethical issues that arise from such interaction. Focuses on the moral standing of animals, animals as food, and the environmental impacts of agriculture, transportation, and consumption.

Animals and Public Policy
ANST-UA 500 Identical to ENVST-UA 630. Offered every fall. Wolfson. 4 points.
Considers how public policy is created, how social change occurs, and the influence of science, government, business, and non-governmental organizations on animal-related policies, legislation, litigation, and consumer campaigns, as well the meaning of “animal rights” and the impact of the modern animal protection movement.

Topics in Animal Studies
ANST-UA 600 Prerequisites vary. Offered every spring. Chaudhuri, Jacquet, Jamieson, Jerolmack, Schlottmann, Thiagarajan, Wolfson. 4 points.
Employs social science and/or humanistic perspectives to consider animals’ interaction with humans, their environment, and one another.

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

ANTHROPOLOGY
Primate Behavioral Ecology
ANTH-UA 54 4 points.
Comparative Biology of Living Primates
ANTH-UA 56 4 points.
Prehistoric Art and Symbolic Evolution
ANTH-UA 212 4 points.

COLLEGE CORE CURRICULUM
Texts and Ideas: Animal Humans
CORE-UA 400 4 points.
Texts and Ideas: Of Beasts & Books
CORE-UA 400 4 points.

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

ENVIRONMENTAL STUDIES
Introduction to Marine Ecology and Conservation
ENVST-UA 323 4 points.

TISCH SCHOOL OF THE ARTS
Animals, People, and Those in Between
ITPG-UT 2746 4 points.
Anthropology

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 studied in the undergraduate curriculum. The department considers its greatest assets to be the various individual areas of faculty expertise: archaeological specialties such as medieval archaeology and European, Near Eastern, and South Asian prehistory; biological anthropology areas such as molecular primatology, primate behavioral ecology, and paleoanthropology; linguistic anthropology foci such as discourse analysis and language socialization; and sociocultural anthropology specialties such as the ethnography of North America, Africa, India, China, the Near and Middle East, Russia and the former Soviet Union, the Caribbean, Latin America, Europe, Australia, and the South Pacific. Major theoretical emphasis is on the systems of thought and symbolic representation of the self and society; the relation between female and male domains of interaction; changing patterns of social organization and hierarchy within small-scale societies, urban settings, and bureaucratic institutions; medical anthropology; evolutionary approaches to the study of primate and human origins; religion; art; science studies; race and ethnicity; and the problem of ethnographic representation in film and other media.

Departmental resources include an extensive film and video collection as well as teaching and research labs for archaeology, linguistic anthropology, and biological anthropology, which can be used for research by advanced undergraduates. A departmental colloquium series and an undergraduate student association welcome undergraduate participation. The department participates in the University’s Hagop Kevorkian Center for Near Eastern Studies, the Center for Latin American and Caribbean Studies, the Jordan Center for the Advanced Study of Russia, the Institute for French Studies, the Center for Religion and Media, the Center for the Study of Human Origins, the Institute for Study of the Ancient World, the Program in Museum Studies, and the Center for Media, Culture, and History.

Formal and informal cooperative arrangements with museums, zoos, and other academic institutions in the greater New York area place at students’ disposal a group of anthropological scholars, materials, and resources unparalleled in the country.

FACULTY

Professors Emeriti
Beidelman, Jolly, Martin, Rosaldo

David B. Kriser Professor of Anthropology
Ginsburg

Silver Professors; Professors of Anthropology
Harrison, Merry, Myers

Professors
Antón, Crabtree, Dávila, Disotell, Gilsenan, Grant, Rapp, White, Wright

Associate Professors
Abercrombie, Anderson, Bailey, Ganti, Khan, Rademacher, Rogers, Stout, Zito

Assistant Professors
Das, Hansen, Higham, Iovita, Oliphant, Williams

PROGRAM

Fields of Inquiry

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

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

Archaeological anthropology uses artifacts and other material remains to understand human culture. It attempts to breathe life into a material record that at first glance appears static and fragmentary. The research interests of anthropological archaeologists range from the earliest production of durable tools 3.3 million years ago to the refuse currently being generated by modern cities. All aspects of past human existence, including art, technology, religion, gender, economic and social organization, and food-getting strategies, are addressed by researchers in anthropological archaeology.

Biological anthropology encompasses the study of human and nonhuman primate biological diversity and includes the anatomy, genetics, behavior, ecology, and evolution of humans and other primates. It is linked to the other subfields of anthropology by its commitment to the study of human biology, behavior, and evolution within the context of culture, society, and ecology. Close ties with the American Museum of Natural History and the Wildlife Conservation Society 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 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 foundations of 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 arts education.

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

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

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

Major in Anthropology
The major in anthropology consists of nine 4-point courses (36 points), which include the following four required courses (16 points):

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

The remaining elective courses for the major (five courses/20 points) may be selected from any subfield of anthropology. Students must take at least five courses from the Department of Anthropology at New York University in order to receive a major in anthropology from NYU, and a grade of C or better is required in every course to be counted toward the major. Students are not required to focus on any one of the subfields of anthropology represented in the department, but rather are free to choose elective courses that accommodate their interests as narrowly or broadly as they see fit, in consultation with the DUS. Internships approved by the DUS are encouraged, but internship credits may not be applied toward the major. Independent study courses, conducted under the supervision of a departmental faculty member, are also encouraged and can be applied toward the major, up to a limit of 8 credits. Majors should consult regularly with the DUS in order to take full advantage of the seminars and research opportunities open to them.

Joint Majors with Classical Civilization and Linguistics

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

Joint major with the Department of Classics: The joint major in anthropology and classical civilization emphasizes the importance of anthropological approaches to understanding the social orders and institutions of the classical world. One anthropology course, Culture, Power, Society (ANTH-UA 1), is required, along with four other anthropology electives chosen in consultation with the DUS of each department. Twenty points are required in classics. See classics section in this Bulletin for additional information. All courses must be completed with a C or better.

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

• Required courses in anthropology are Culture, Power, Society (ANTH-UA 1), Language, Culture and Society (ANTH-UA 17), Language, Power, and Identity (ANTH-UA 16), and two other cultural or linguistic anthropology courses approved by the Department of Anthropology’s DUS.
• Required courses in linguistics are Language (LING-UA 1), Language and Society (LING-UA 15), and at least two of the following: Indigenous Languages of the Americas (LING-UA 9); Language Change (LING-UA 14); Bilingualism (LING-UA 18); Language, Literacy, and Society (LING-UA 20); Sex, Gender, and Language (LING-UA 21); African American Vernacular English (LING-UA 23); Language and Liberation at Home in the Caribbean and Abroad (LING-UA 26); and Language in Latin America (LING-UA 30).

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

Global Public Health/Anthropology Major

The College of Arts and Science (CAS) and the Department of Anthropology offer students the opportunity to pursue a major that combines anthropology and global public health. Students pursuing this combined program will complete core and elective courses in both areas.
The major provides interdisciplinary training that embraces the natural convergence of society, culture and health, and draws on the Department of Anthropology’s strength in bridging the social sciences, natural sciences, and humanities. A major in global public health/anthropology prepares students to analyze various cultural traditions through the lens of health; to examine complex relationships within economic, political, cultural, physical, and biological environments; and to apply anthropological approaches to public health problems. The major is designed to prepare students for multidisciplinary careers in a variety of settings and/or for advanced academic training in public health, anthropology, or other related fields.

Students in this combined major must talk to the DUS or departmental liaison with GPH in the Department of Anthropology to work out a course plan. The following are the fifteen courses (60 points) required for the major:

Global public health requirements (seven courses/28 points):
- Health and Society in a Global Context (UGPH-GU 10)
- Biostatistics (UGPH-GU 20)
- Epidemiology (UGPH-GU 30)
- Health Policy in a Global World (UGPH-GU 40)
- Environmental Health in a Global World (UGPH-GU 50)
- GPH Internship (UGPH-GU 60)
- One semester of advanced foreign language (above intermediate II level). Students who present AP or other advanced standing credit that is equivalent to completion of at least one course above intermediate two have satisfied the requirement. Students who take an NYU language placement exam and demonstrate proficiency equivalent to completion of at least one course above the intermediate two level (i.e., they at least place into the second course above intermediate two) have also met this requirement.
- One semester of study away

Anthropology core courses (three courses/12 points):
- Culture, Power, Society (ANTH-UA 1)
- Medical Anthropology (ANTH-UA 35)
- Global Biocultures (ANTH-UA 36)

Anthropology elective courses (three courses/12 points), chosen from:
- Human Evolution (ANTH-UA 2)
- Language, Power, and Identity (ANTH-UA 16)
- Conversations in Everyday Life (ANTH-UA 32)
- Human Variation (ANTH-UA 51)
- Evolutionary Medicine (ANTH-UA 55)
- Emerging Diseases (ANTH-UA 80)
- Anthropology of Gender and Sexuality (ANTH-UA 112)
- Disability Worlds (ANTH-UA 113)
- Race, Difference, and Social Inequality (ANTH-UA 323)
- Introduction to Forensic Anthropology (ANTH-UA 326)
- Human Rights and Culture (ANTH-UA 331)
- The Social Life of Food: Producing, Selling, Cooking, Sharing, Eating (ANTH-UA 410)

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

For descriptions of GPH (UGPH-GU) courses, and for all policies applying to the major (including those for transfer students), please see the global public health section of this Bulletin.

**Minor in Anthropology**

The minor in anthropology consists of 16 points (any four 4-point courses) in the department. The “principles” courses Culture, Power, Society (ANTH-UA 1), Human Evolution (ANTH-UA 2), Archaeology: Early Societies
and Cultures (ANTH-UA 3), and Language, Culture, and Society (ANTH-UA 17) are recommended as overviews of the discipline and as prerequisites for more advanced courses. Minors consult with the DUS to design a program that best accommodates their interests. A grade of C or better is required in every course to be counted toward the minor. Students must take at least two courses from the Department of Anthropology at New York University in order to receive a minor in anthropology from NYU. Internship credits cannot be counted toward the minor, but independent study credits (no more than 4) are acceptable.

Honors Program

A degree in anthropology is awarded with honors to selected anthropology majors who apply for admission to the program through the DUS during their junior year. Honors program candidates are expected to meet all the requirements for the program and to maintain an overall grade point average of 3.65 and an average of 3.65 in the major. Candidates for the honors program must complete a total of ten 4-point courses (40 points) in anthropology, including the two-semester research/thesis writing sequence, Honors Research I (ANTH-UA 950) and Honors Research II (ANTH-UA 951) taken in the senior year (2 points each), plus at least one graduate course, typically taken in the junior or senior year. Honors students register concurrently for 2 points of independent study with their mentor each term they are enrolled in an Honors Research course. All of these courses count toward the major.

In the spring semester of the junior year, students will secure a faculty supervisor for their honors thesis. (In January of the senior year, the student will choose a second faculty reader in consultation with the thesis supervisor). In the fall semester of the senior year, all thesis writers from across departmental subdisciplines enroll in Honors Research I (ANTH-UA 950), a seminar course in which research methods are taught and individualized to fit each student's topic—e.g., assembling a bibliography; constructing hypotheses; using secondary, primary, and occasionally original sources to generate data; and analyzing data. In the spring semester, all thesis writers enroll in Honors Research II (ANTH-UA 951), a seminar course in which students share their developing theses with the group. Each semester of senior year, students also enroll in 2 points of independent study with their mentor. Honors candidates are strongly encouraged to formally present posters/papers at the Dean's Undergraduate Research Conference and within the department. Feedback will be offered at different stages by both faculty and student peers in the seminar. In both semesters, it is the responsibility of the thesis writer to consult with his or her departmental faculty mentor who is supervising the honors project and who will serve as the primary thesis reader.

Independent Study

Students must obtain permission from the director of undergraduate studies to register for the independent study courses ANTH-UA 997 or 998 (2 or 4 points per term; 6 or 8 points may be appropriate in exceptional cases). Independent study is an opportunity for students to work closely with a faculty advisor on a project related to their area of study. Students must choose a member of the faculty in their area of study with whom they have taken at least one anthropology course. After securing approval from a faculty member in writing, the student should see the director of undergraduate studies (DUS) in order to register for an independent study course.

It is imperative that students meet on a regular basis with their faculty advisor throughout the semester in which they are doing the independent study. Upon completion of the independent study, the faculty advisor must present written proof that the student has completed all course work for the study to the DUS, along with the student's final grade.

Independent study units can be applied towards the major and minor in anthropology and can fulfill one of the student's elective requirements, provided that the student earns a grade of at least C. A maximum of 8 units of independent study can be applied to the 36 units required for the major in Anthropology, and a maximum of 4 units of independent study can be applied to the 16 units required for the minor.

Internships

Only anthropology majors who have the permission of the director of undergraduate studies may register for the internship courses ANTH-UA 980 or 981 (2 or 4 points per term). Internship credits cannot be applied
toward the major. Internships are opportunities for students to gain practical work experience relevant to anthropology and are sponsored by selected institutions, agencies, and research laboratories. Internships are negotiated between the student, the internship sponsor, and a faculty member in anthropology who will supervise the internship. The expected time commitment for internships is 8 hours per week for 4 credits.

On the internship form, which is available in the department office, the student will describe the intended internship, indicating how it is relevant to their academic training in anthropology. The statement should also include an outline of the professional and educational duties and responsibilities of the student intern. The student, the department faculty, and the internship site sponsor will each sign the form, which the student will return to the department.

The student will submit weekly or other periodic reports to her/his anthropology faculty supervisor describing the internship’s activities and what she/he has learned. These reports will serve as self-assessments of the professional and educational component of the internship, and will contribute to the student’s final grade.

At the end of the internship period, the internship site sponsor will provide the anthropology faculty supervisor with a written account of the student’s activities, responsibilities, number of hours per week spent on the internship, and a brief report describing and assessing the student intern’s work, which will contribute to the student’s final grade. The student’s final grade will be determined and submitted by the department faculty supervisor.

---

**COURSES**

**Principles**

**Culture, Power, Society**

ANTH-UA 1 Formerly Human Society and Culture. Ganti, Grant, Rademacher, Stout, Zhang. 4 points.

Considers some of the historically foundational practices of anthropological thought, and its most influential product, the ethnography, in order to think practically and creatively about what constitutes cultures, societies, translation, and difference. By surveying the general aims, methods, and findings of modern cultural anthropology, we stress intellectual ties across the humanities and social sciences. Economic, political, religious, and scientific systems of thought are covered, alongside regular engagement of issues of race, class, and gender.

**Human Evolution**

ANTH-UA 2 Includes laboratory. Antón, Bailey, Disotell, Harrison, Higham, Williams. 4 points.

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. Provides a detailed survey of the evidence used to reconstruct the evolutionary history of our own species.

**Archaeology: Early Societies and Cultures**

ANTH-UA 3 Includes laboratory. Crabtree, Iovita, White. 4 points.

Introduces contemporary archaeology, its theories and 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.

**Language, Culture, and Society**

ANTH-UA 17 Formerly Anthropology of Language. Prerequisite: Culture, Power, Society (ANTH-UA 1). Das, Schieffelin. 4 points.

Introduces students to linguistic anthropology, the study of human language and its use across diverse cultural and social contexts. Explores topics such as language acquisition and socialization, ethnopoetics, pidgins and creoles, multilingualism, folklore, humor and racism, linguistic nationalism, literacy and media, and multilingualism. Students learn about different methods of linguistic analysis used to examine communicative events across ethnographic contexts, focusing on North America, the Pacific, and South Asia.
History of Anthropology
ANTH-UA 45 Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor.
Abercrombie, Davila, Khan, Myers, Rapp. 4 points.
Explores the development of some of the discipline’s defining themes such as the culture concept, understandings of human commonalities and diversity, and participant observation research methods. Considers some of the key persons and institutions associated with these ideas. Focuses primarily on British and American sociocultural anthropology over the 20th century.

Special Courses (Including Honors)
Students must consult departmental policies on honors, internships, and independent study in the anthropology program section of this Bulletin.

Special Seminar in Anthropology I, II
ANTH-UA 800, 801 Open only to honors majors, or majors in cultural or linguistic anthropology who have the permission of the director of undergraduate studies. 4 points per term.

Honors Research I, II
ANTH-UA 950, 951 Open only to honors majors who have the permission of the director of undergraduate studies and who have secured the support of a faculty mentor to supervise the student’s honors research and serve as the primary thesis reader. 2 points per term.

Internship
ANTH-UA 980, 981 Open only to majors who have the permission of the director of undergraduate studies, who will act as the departmental supervisor. 2 or 4 points per term.

Independent Study
ANTH-UA 997, 998 Prerequisite: permission of the director of undergraduate studies. 2 or 4 points per term; 6 or 8 points may be appropriate in exceptional cases.

Courses in Sociocultural and Linguistic Anthropology
Courses in these two subdisciplines are grouped in five areas of concentration. These are informal tracks students may use to develop expertise in a particular part of the discipline. The courses in each area complement one another, allowing students to study related topics from a variety of perspectives and develop a more coherent understanding of the field. The five areas are: 1. culture, symbols, and representation: media, art, language, heritage, and symbolic systems; 2. politics and society: politics, law, race, gender, sexuality, violence, economy, and the state; 3. science and medicine: medical anthropology, global health, and science studies; 4. religion, secularism, and the body; 5. cultures of the world: ethnographic studies of world regions.

Language, Power, and Identity
ANTH-UA 16 Das. 4 points.
Examines how speakers enact their gender, sexuality, race, ethnicity, nationality, religion, and socioeconomic class identities through everyday conversations, narratives, performances, literacy activities, and public debates. Explores how identification strategies and beliefs about language reinforce or contest normative power structures. Considers bilingual education, accent discrimination, racial slurs, census labels, standard language, code-switching, linguistic nationalism, xenophobia, censorship, and hate speech cases in different areas of the world.

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

Anthropology of Religion
ANTH-UA 30 Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor.
Abercrombie, Myers, Oliphant, 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.

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

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

**Global Biocultures: Anthropological Perspectives on Health**
ANTH-UA 36 Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. Hansen. 4 points.
Surveys the mutual shaping of culture and biology in diverse contexts around the world. Starts with sociocultural theories of biocultural process and ends with ethnographies of disability, drugs, food, place, pain, and biotechnology. Examines the relationship between larger political economic structures and individual subjectivities.

**Anthropology of Indigenous Australia**
ANTH-UA 37 Myers. 4 points.
Considers a range of Aboriginal Australian forms of social being and pays significant attention to the changing relationship between Indigenous people and the settler nation of Australia. Explores how Aboriginal people have struggled to reproduce themselves and their traditions in their own terms, asserting their right to forms of cultural autonomy and self-determination.

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

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

**Cultural Symbols**
ANTH-UA 48 Recommended prerequisite: Culture, Power, Society (ANTH-UA 1). Abercrombie, Myers. 4 points.
Considers the relationships between the formal properties of signs and their place in social life. A major issue is how to situate meaning in relation to actors and their everyday lives. Classical anthropological approaches to the study of symbols and meaning will be examined in the light of recent work in semiotics, literary criticism, Marxist theory, structuralism, phenomenology, philosophy of language, and post-structuralist critique.

**Contemporary Issues in the Caribbean**
ANTH-UA 102 Prerequisite: Culture, Power, Society (ANTH-UA 1). Khan. 4 points.
Provides an anthropological perspective on Anglophone, Hispanophone, Francophone, and Dutch Antilles societies. Reviews how colonial history has structured the race, class, gender, ethnic, and national identities of Caribbean peoples and how these structures have in turn been shaped by the cultures and subjectivities of local communities. Contemporary topics include tourism, sexuality, the arts, health care, transnationalism, and diasporas.

**Anthropology of Latin America**
ANTH-UA 103 Formerly Peoples of Latin America. Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. Abercrombie, Dávila. 4 points.
Surveys society and culture, with 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.

**State and Society in South Asia**
ANTH-UA 104 Formerly Anthropology of South Asia.
Prerequisite: Culture, Power, Society (ANTH-UA 1) or Cultures and Contexts: India (CORE-UA 516) or permission of the instructor. Ganti, Rademacher. 4 points.
Introduces the cultures and societies of the Indian subcontinent. Focuses not only on the history and ethnography of South Asia, but also on the major concepts and debates in the anthropological study of the region. Topics include caste, kinship, gender, religion, material culture, nationalism, ethnic conflict, popular culture, globalization, and the South Asian diaspora.

**Populism, Religion, and Crisis in Europe**
ANTH-UA 111 Formerly Anthropology of Europe. O'Leary. 4 points.
Populist rhetoric, rising xenophobia, anti-migrant hysteria, Islamophobia, and high unemployment have called many of the myths of "Europe" into question. Explores the historical and contemporary politics of religion, populism, and crisis in countries throughout the European Union.

**Anthropology of Gender and Sexuality**
ANTH-UA 112 Identical to SCA-UA 112.
Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. Abercrombie, Rapp, Stout. 4 points.
Compares women's and men's experiences, activities, resources, powers, and symbolic significance as they vary within and between societies. Social and historical approaches in the analysis of how gender relations are affected by major social transformations. Emphasizes changes in gender roles, current transnational migrations, social movements, international relations, and the role of the military.

**Disability Worlds: Anthropological Perspectives**
ANTH-UA 113 Ginsburg, Rapp. 4 points.
Examines the genealogy of disability as a topic in anthropology and related disciplines in the social sciences and humanities, exploring the relationship of such work to disability studies and activism. We consider early key works, as well as recent ethnographies based in different parts of the world and first person accounts. Overall, we stress the significance of disability for theorizing human difference. The course will also incorporate guest lectures, films, performance and relevant off-site activities in New York City.

**Culture, Power, and Visual Representation**
ANTH-UA 122 Formerly Visual Anthropology.
Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. Ganti, Ginsburg, Stout. 4 points.
Explores the history and development of anthropology's relationship to visual practices, focusing on photography and film, both as a mode for representing culture and as a site of cultural practice. Examines the emergence of and contestations around the genre known as ethnographic film and its relationship to wider debates about documentary and non-fictional film practice. A central theme of the course is the relationship between representation, power, and knowledge as manifested in cross-cultural representation.

**Media, Culture, and Society**
ANTH-UA 123 Formerly Anthropology of Media.
Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. Ganti. 4 points.
Examines the social and political life of media and how it makes a difference in the daily lives of people as a practice—in production, reception, or circulation. Organized around the following key questions: What is media? What role do media play in producing or shaping our sense of reality? What is the relationship between media and culture? How are media implicated in social change? Provides an overview of the increasing theoretical attention paid to the mass media by anthropologists, and focuses on concrete ethnographic examples.

**Anthropology of Art**
ANTH-UA 125 Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. Anderson, Myers. 4 points.
The starting point is to ask “What is art?” in comparative cultural perspective. Analyzes aesthetics in cross-cultural context; the notion of style; the relation between art, technology, and skill; the entanglement of primitivism and modernity; the role of class and taste in appreciating art; art and value in the marketplace; art and museum practice; tourist art and the value of authenticity; and colonial and postcolonial art.
Religion and Media
ANTH-UA 220 Oliphant, Zito. 4 points.
Analyzes how human hearing, vision, and the performing body have been used historically to express and maintain religious life through music, voice, images, words, and rituals. Examines more recent electronic media such as cassette, film, television, video, and the Internet. Students should note that an anthropological/historical perspective on studying religion is pursued in the course.

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

Anthropology of Cities
ANTH-UA 322. Dávila. 4 points.
A look at cities and urbanization processes as key spaces for analyzing debates around citizenship, democracy, and national identity across the globe. We also examine cities as creative hubs where some major social transformations are taking place, such as the growth of neoliberalism and the evolution of creative industries and economies across the world. Topics include: Latin American cities, enclave urbanism, new types of segregation, and new imaginaries of class and “urban” identities in the region.

Race, “Difference,” and Social Inequality
ANTH-UA 323 Identical to SCA-UA 323. Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. Khan. 4 points.
Examines how historical, social, and cultural contexts shape the forms that identities take, looking in particular at ideas about race and racial identity. We work with two premises: (1) race must be understood in relation to such other identity categories as gender, class, sexuality, and ethnicity, and (2) race is expressed in both obvious and subtle ways; thus, racial identity is implicit as well as explicitly expressed. Utilizes nonfiction, fiction, and films.

Reimagining Community: Race, Nation, and the Politics of Belonging
ANTH-UA 325 Identical to SCA-UA 200. Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. Dávila, Khan. 4 points.
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. We read 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.

Nationalism
ANTH-UA 315 Grant. 4 points.
Nations and nationalisms have been among the defining phenomena of the modern epoch, yet the terms of nationhood remain extraordinarily plastic. Encourages systematic reflection about the power of this plasticity and focuses on a close and critical engagement with an emergent canon of key writings.

Human Rights and Culture
ANTH-UA 331 Merry. 4 points.
Topics include female genital cutting, honor killing, trafficking of persons, and indigenous peoples’ rights to culture. Considers how the human rights system deals with tensions between global standards and local ways of life. Examines the meanings of rights and of culture in these debates and shows the implications of adopting an anthropological analysis of these situations.

Violence, Gender, and the Law
ANTH-UA 332 Prerequisite: Culture, Power, Society (ANTH-UA 1) or Law and Society (LWSOC-UA 1). Merry. 4 points.
Explores the nature of violence as a concept that incorporates both physical harm and cultural meanings. Reviews law and violence in the context of non-state societies, colonialism, international law and human rights, and transitional justice. Focuses on gender-based violence, such as domestic violence, rape, sex trafficking, genocide, and wartime violence. Examines law as a system of ordering relations and controlling conflict in contexts as diverse as small bands and global institutions.

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

**Shamanism**  
ANTH-UA 334  
Grant. 4 points.  
From New Age sweat lodges to Soviet Siberia, shamanic spirit mediums have been construed as everything from healers to magistrates to visionaries to political subversives. Explores anthropological literature on shamanism in Asia and the Americas and asks how we constitute and appropriate the exotic. By focusing on the core figure of the shaman, we look also to track a twentieth-century history of anthropological reasoning.

**Belief and Social Life in China**  
ANTH-UA 351  
Identical to RELST-UA 351. 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 canon and their synthesis as well as Buddhism, especially Ch’ an (Zen). Discusses the practices of filiality in Buddhism, Confucian orthodoxy, and folk religion.

**After Religion? Rethinking Our Secular Age**  
ANTH-UA 352  
Identical to RELST-UA 638.  
Offered every other year. Oliphant. 4 points.  
By exploring some of the many different forms of the secular found around the world and over time, we call into question the power of the universal tale of modernization that sits at the foundation of the “secularization thesis.” Explores what it means to live in a “secular age”—a framework which, although often invisible or implicit, establishes and limits much of what we experience, expect, and encounter in our daily lives.

**Anthropology and Transnationalism**  
ANTH-UA 400  
Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. Das, Davila, Ganti, Khan. 4 points.  
Addresses the ongoing reconstruction of world order and its accompanying disorder. Examines changes in how 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 arise around newly politicized issues. Discusses changing roles of nation-states and the growing significance of transnational, diasporic, and globalized social relations and cultural forms.

**The Social Life of Food: Producing, Selling, Cooking, Sharing, Eating**  
ANTH-UA 410  
Formerly Culture Through Food.   
Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. Abercrombie. 4 points.  
Draws on ethnographic material from a wide range of cultures, as well as feature films and our own observations and interviews, to consider such topics as the material dimensions of food production, distribution, and consumption (e.g., food scarcity or abundance) and the cultural meanings and social distinctions encoded in food practices (e.g., how food is used cross-culturally as a marker of social identity and as a source of meaning).

**City in Flux: Ethnography and Environmental Change in New York City**  
ANTH-UA 450  
Identical to ENVST-UA 450.  
Rademacher. 4 points.  
Concepts like resilience, sustainability, and the relative “green” qualities of a city may be defined and measured through a host of metrics, but their actual lived practice often proves somewhat more elusive. This field- and reading-intensive seminar draws from theories, methods, and research techniques associated with political ecology to consider how contests over environmental knowledge, sociocultural ideology, and discourse shape human engagement with urban nature.

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

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

Rise and Fall of Civilizations
ANTH-UA 211 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree, Wright. 4 points.
Considers two distinct processes: (1) the origins of food production and consequent development of domesticated plants and animals and (2) the trend toward increasing social, political, and economic complexity that culminates in early states. Several independent examples of each process from both the Old and New Worlds.

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

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

Archaeological Theory and Technique
ANTH-UA 215 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree, Iovita, White, Wright. 4 points.
Theoretical approaches to the economy, technology, and organization of hunter-gatherers; early agriculturalists; gender differences; and complex societies. Examines research design, sampling problems, chronometric methods, analysis of paleoenvironments, and typology in terms of modern understanding as well as historical perspective.

Surveys of Regional Prehistory I: Egypt and the Near East
ANTH-UA 216.001 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree, Wright. 4 points.
Examines the archaeological evidence for two major transformations: the origins of food production (the domestication of plants and animals) and the development of cities and states. Focuses primarily on the Tigris and Euphrates and Nile Valleys. Emphasizes the cultural history of the two regions and how these changes influenced the development of increasingly complex social organization and our present understanding of urbanism and state-level societies.

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

Barbarian Europe
ANTH-UA 217 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree. 4 points.
Between the end of the Ice Age (about 8000 B.C.E.) 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 stock herders, learned to use metals, and developed complex social structures.

African Archaeology
ANTH-UA 218 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3). Iovita. 4 points.
Africa plays a central role in our understanding of human evolution, the prehistory of our species, and the development of complex societies. Focuses not
only on the material evidence from across the continent and its interpretation, but also on developing methods of inquiry and problem solving. Examines hominin origins, the study of Stone Age foragers of the first 2.5 million years of human prehistory, and more recent periods characterized by food production, metallurgy, sedentism, and the development of complex societies (e.g., in Egypt, Mali, Zimbabwe, and the East African coast).

**Last Hunters, First Farmers**
ANTH-UA 608 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree. 4 points.
Explores the transition from foraging to agriculture throughout the Eastern Hemisphere and the Americas. Reviews theories that explain the transition from hunting to gathering to farming, as well as the archaeological methods and evidence that are used to examine this question.

**Fieldwork in Archaeology**
ANTH-UA 830 Prerequisite: permission of the instructor. Crabtree, Iovita, White. Offered in the summer. 4 points.
Students live and work at the selected prehistoric or historic site, usually in eastern or midwestern North America. Students are instructed in field technique and laboratory procedures. Further background provided through staff and guest lectures.

**Courses in Biological Anthropology**

**Fossil Evidence for Human Evolution**
ANTH-UA 50 Prerequisite: Human Evolution (ANTH-UA 2) or Life Science: Human Origins (CORE-UA 305) or permission of the instructor. Antón, Bailey, Harrison, Williams. 4 points.
Traces the evolutionary history of the human lineage from its origin in the late Miocene of Africa up to the initial differentiation and diversification of anatomically modern humans. Explores debates about phylogenetic relationships, taxonomy, paleobiological interpretations, and models for the origin of human behavior.

**Human Variation**
ANTH-UA 51 Prerequisite: Human Evolution (ANTH-UA 2) or Life Science: Human Origins (CORE-UA 305) or permission of the instructor. Antón, Bailey, Disotell. 4 points.
Human evolutionary history and our ability to adapt to such a broad range of environments result in the patterns of human variability we see today. New techniques allow us to explore the different levels of human variation. Focuses on new data and methodologies, including molecular genetic techniques, and the hypotheses and controversies generated by these new perspectives.

**Evolution and Biology of Human Behavior**
ANTH-UA 52 Antón, Bailey, Harrison, Higham, Williams. 4 points.
Presents a synthetic approach to the biological, behavioral, and cultural origins of humans. Explores data and theories from paleoanthropology, archaeology, nonhuman primate behavioral studies, brain research, and sociobiology for their contributions to the study of human behavior.

**Primate Behavioral Ecology**
ANTH-UA 54 Prerequisite: either Human Evolution (ANTH-UA 2) or Life Science: Human Origins (CORE-UA 305) or permission of the instructor. Higham. 4 points.
Studies how and why primates have evolved to be so social and varied in their social and mating systems, and why they exhibit so many unusual characteristics. Topics considered: primate biology and taxonomy, evolutionary theory and the history and philosophy of primate studies, natural selection and social systems, sexual selection and mating systems, and intelligence and communication.

**Evolutionary Medicine**
ANTH-UA 55 Formerly Health and Disease in Human Evolution. Prerequisite: Human Evolution (ANTH-UA 2) or Life Science: Human Origins (CORE-UA 305) or permission of the instructor. Antón, Disotell. 4 points.
Examines the interactions of environmental, genetic, physiological, and cultural factors in the expression and distribution of human diseases. Develops pathology profiles for nonhuman primates; prehistoric human populations; and hunting and gathering, agricultural, and industrial groups, with emphasis on the expression of infectious disease in human history and newly (re)emerging diseases.

**Comparative Biology of the Living Primates**
ANTH-UA 56 Prerequisite: Human Evolution (ANTH-UA 2) or Life Science: Human Origins (CORE-UA 305) or permission of the instructor. Harrison, Williams. 4 points.
The study of the primates, our closest living relatives, is fundamental to a sound understanding of human biology and evolution. Surveys the anatomy and behavior of the living primates from a structural,
functional, and evolutionary perspective. Examines different anatomical systems and behaviors: external features, the cranium, dentition and dietary behavior, postcranial anatomy and locomotor behavior, sensory and nervous systems, and reproductive anatomy. Emphasizes the role of comparative anatomy in functional and behavioral studies, taxonomy, and phylogenetic analyses.

**Primate Communication**
ANTH-UA 59 Prerequisite: Human Evolution (ANTH-UA 2) or Life Science: Human Origins (CORE-UA 305) or permission of the instructor. Higham. 4 points.
Key insights into the evolution of human communication can come from studying our most closely related extant relatives, our fellow members of the primate order. Topics include the difference between signals and cues, signal honesty, and concepts of signal information content and evolutionary signal design. Considers communication in different sensory modalities (olfactory, auditory and visual), multimodal communication, and theories and issues related to the evolution of language.

**Emerging Diseases**
ANTH-UA 80 Diotell. 4 points.
Integrates evolutionary biology, genetics, immunology, ecology, and behavioral ecology with sociocultural anthropology, politics, and economics. General evolutionary theory and an introduction to Darwinian medicine frame an examination of viral, bacterial, parasitic, and prion-based diseases along with their hosts, vectors, and other organisms. Particular attention to how humans have purposely and inadvertently created both biological and cultural environments for the transmission of different diseases. Considers media representations and misrepresentations.

**Introduction to Forensic Anthropology**
ANTH-UA 326 Antón, Williams. 4 points.
Forensic anthropologists play critical roles in identifying victims of mass fatalities, in investigating homicides (both historic and modern), and in distinguishing cause of death. 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, both in the laboratory and the field.

**Topical Seminar in Biological Anthropology I, II**
ANTH-UA 511 Open to majors in anthropology with the permission of the instructor. Antón, Bailey, Diotell, Harrison, Higham, Williams. 4 points per term. Explores selected key issues and problems in biological anthropology. See the department's website.

**Graduate Courses Open to Undergraduates: Sociocultural and Linguistic Anthropology**
These graduate courses are open to qualified anthropology majors with the permission of the instructor of the course.

**Comparative Diasporas**
ANTH-GA 1228 Prerequisite: permission of the instructor. Khan. 4 points.
Explores theoretical and methodological issues in the comparative study of diasporas. “Diaspora” describes the process by which immigrants and their descendants create home, community, and identity as they sustain cultural and social ties with their homeland (real or imagined), place of residence, and co-ethnics living elsewhere. In the past two decades, diaspora has reemerged as a provocative and highly contested analytical concept. Evaluates current debates and uses of diaspora.

**Islam and the Americas**
ANTH-GA 1246 Prerequisite: permission of the instructor. Khan. 4 points.
Explores Muslims in North America, Latin America, the Caribbean, and the centuries of connections forged with Africa and Asia. We engage in cross-cultural comparison through analysis of key presumptions about this religious tradition and its practitioners, including the ways that “Muslim,” “Islam,” and “religion” are constructed as interpretive categories, the relationships between these categories and lived experience, and the ways that these constructions present symbolic, and other, distinctions between “New” and “Old” Worlds.

**The Color of Race in America**
ANTH-GA 3396 Prerequisite: permission of the instructor. Khan. 4 points.
Examines race and color as fundamental building blocks of the Americas. Emphasizes ethnographic approaches, but also draws on interdisciplinary sources (non-fiction, film, and fiction). Key questions explored include: if race and color are social categories and not inherited essences, how
and why do race and color remain powerful in our lives? Are race and color synonymous? What is the relationship of race and color to gender, class, sexuality, and citizenship?

Graduate Courses Open to Undergraduates: Archeological and Biological Anthropology

The following biological and archaeological graduate courses are open to qualified anthropology majors with the permission of the instructor of the course. In addition, most graduate topical seminars in these subdisciplines are also open to qualified anthropology majors with permission.

Faunal Analysis
ANTH-GA 1020 Prerequisite: permission of the instructor. Crabtree. 4 points.
Examines the ways in which faunal (animal) data have been used to reconstruct early hominin subsistence strategies, to trace the process of animal domestication, and to study trade, social status, and ethnicity in complex societies. Covers the identification of mammal, bird, reptile, and fish bones from archaeological sites, determination of age at death in mammals, bone measurements, taphonomy, animal domestication, and the use of faunal remains in the study of complex, urban societies.

Paleopathology
ANTH-GA 1214 Prerequisite: permission of the instructor. Antón. 4 points.
The study of disease in ancient bone. Provides in-depth survey of the various ways in which disease presents in the mammalian skeleton. Reviews major disease classes and how they influence bone; how to construct a differential diagnosis; and how diseased remains are used to interpret aspects of population history.

Dental Anthropology
ANTH-GA 1240 Prerequisite: permission of the instructor. Bailey. 4 points.
Covers the basics of dental anthropology and how to apply it to a variety of research areas. Examines topics such as: dental anatomy, evolution, growth and development, pathology, variation in recent and fossil hominins and non-human primates, age estimation, forensic identification, and cultural modifications. In the labs students learn how to identify human teeth, how to distinguish deciduous and permanent teeth, how to score and interpret dental morphological traits, how to age from the dentition, and how to take dental measurements.

Primate Behavior, Ecology, and Conservation
ANTH-GA 1507 Prerequisite: permission of the instructor. Higham. 4 points.
Serves as a broad introduction to the ecology, behavior, and conservation of nonhuman primates.

Comparative Morphology of the Primates
ANTH-GA 1515 Prerequisite: permission of the instructor. Harrison. 4 points.
Surveys the anatomy of the living primates from a structural, functional, and evolutionary perspective. The subject is reviewed topically by examining different anatomical systems and behaviors: external features, the cranium, dentition and dietary behavior, postcranial anatomy and locomotor behavior, viscera, sensory and nervous systems, and reproductive anatomy. The role of comparative anatomy in functional and behavioral studies, taxonomy, and phylogenetic analyses is emphasized.

Human Osteology and Odontology
ANTH-GA 1516 Prerequisite: permission of the instructor. Antón, Bailey, Williams. 4 points.
Surveys the various ways in which biological anthropologists employ human osteology, the study of bones and the skeleton. In addition to presenting a detailed review of the anatomy of the human skeleton and its associated musculature, examines a series of thematic issues and topics that emphasize the multidisciplinary nature of the study of skeletal morphology. Topics include bone biology and development, comparative osteology, biomechanics, bioarchaeology, forensic anthropology, and taphonomy.

Interpreting Human Skeletal Morphology
ANTH-GA 1520 Prerequisite: ANTH-GA 1516 and permission of the instructor. Antón, Bailey, Williams. 4 points.
Provides an intensive introduction to the methods and techniques used to reconstruct soft tissue anatomy and behavior from the human skeleton. Focuses on techniques and applications to all areas of skeletal biology, including bioarchaeology, paleoanthropology, forensics, and anthropology. Addresses bone biology, developmental processes, and soft tissue anatomy. Students learn (1) fundamentals of aging, sexing, and individuating human skeletal remains; (2) stature and weight estimation, geographic ancestry; and (3) recognizing and evaluating pre- and postmortem modification, including evidence of disease and activity.
Archaeological Methods and Techniques
ANTH-GA 2214 Prerequisite: permission of the instructor. Ioventa, White. 4 points.
Examines how archaeologists bridge the gap between the theoretical goals of anthropology and a static database. Includes the relationship between theory and method, excavation techniques, sampling strategies, survey design, chronology building, taphonomy, faunal analysis, typological constructs, functional analysis of artifacts, and quantitative manipulation of archaeological data.
Once described by New York Times art critic John Russell as the best undergraduate department of art history in the country, the art history program at NYU was established to provide a rigorous and wide-ranging education in the many facets of the history and theory of art, a mission that its faculty continues to enthusiastically embrace. Students become familiar with global art from antiquity to the present. The department offers courses in ancient, medieval, Renaissance, baroque, modern, contemporary, East Asian, South Asian, Islamic, Latin American, African, Oceanic, Pre-Columbian, and Native American art, treating not only painting, sculpture, architecture, and photography but also graphic media, manuscript illumination, the decorative arts, and aspects of urban design. The department is one of the few undergraduate programs in the country with extensive offerings in conservation and museology. A myriad of museums, galleries, and local architectural sites make New York City the ideal place in which to study the visual arts on site and in the flesh. Beyond New York, art history courses are offered at NYU’s study away sites, such as Berlin, Buenos Aires, Florence, London, Madrid, Paris, and Prague.

The department offers majors and minors in art history and in urban design and architecture studies. Since an education in the history of art can be enhanced by a firsthand understanding of its making, our majors are encouraged to minor in studio art through the Steinhardt School. The department publishes its own student journal (Ink & Image), and has an honors program which culminates in the writing and oral defense of a senior honors thesis.

Art history graduates have proven exceptionally successful in securing positions in museums, commercial galleries, auction houses, and nonprofit organizations. Those who go on to undertake graduate study typically pursue careers as curators, conservators, and academic art historians at the university and college level. Students majoring in urban design and architecture are well prepared for graduate study in architecture, urban planning, and historic preservation.

### FACULTY

**Professors Emeriti**
Hyman, Landau, Walton

**Helen Gould Sheppard Professor Emerita of the History of Art**
Sandler

**Helen Gould Sheppard Professor of the History of Art**
Sullivan

**William R. Kenan Jr. Professor of the Humanities**
Flood

**Professors**
Brandt, Krinsky, Silver, Smith

**Arts Professor**
S. Rice (Tisch Photography and Imaging)

**Associate Professors**
Geronimus, Karmel, Martin, L. Rice, Robinson

**Assistant Professors**
Basilio, Khera, Matteini, Meier

**Clinical Professor**
Broderick

**Clinical Associate Professor**
Roth

**Clinical Assistant Professor**
Ritter

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

### PROGRAM

**Major in Art History**

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

- Survey requirement (one of the following sequences):
  1. History of Western Art I (ARTH-UA 1) and History of Western Art II (ARTH-UA 2)
  2. History of Western Art I (ARTH-UA 1), Renaissance and Baroque Art (ARTH-UA 5), and Modern Art (ARTH-UA 6)
DEPARTMENT OF ART HISTORY

3. History of Western Art II (ARTH-UA 2), Ancient Art (ARTH-UA 3), and Medieval Art (ARTH-UA 4)
4. Ancient Art (ARTH-UA 3), Medieval Art (ARTH-UA 4), Renaissance and Baroque Art (ARTH-UA 5), and Modern Art (ARTH-UA 6)

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

- One 4-point advanced course in ancient or medieval art chosen from the following: ARTH-UA 101-105, ARTH-UA 110, ARTH-UA 150, ARTH-UA 201-205, and ARTH-UA 250
- One 4-point advanced course in Renaissance or baroque art chosen from the following: ARTH-UA 301-309, ARTH-UA 311, ARTH-UA 313, ARTH-UA 315, ARTH-UA 316, and ARTH-UA 350
- One 4-point advanced course in modern art chosen from the following: ARTH-UA 404, ARTH-UA 408, ARTH-UA 409, ARTH-UA 412-414, ARTH-UA 431-433, ARTH-UA 450, and ARTH-UA 701
- At least one 4-point course in non-Western art chosen from the following: ARTH-UA 510-511, ARTH-UA 530, ARTH-UA 531, ARTH-UA 540, ARTH-UA 541, ARTH-UA 550, ARTH-UA 560, and ARTH-UA 570
- One Advanced Seminar (ARTH-UA 800) to be taken during the junior or senior year. Students must have completed four art history courses before enrolling in an advanced seminar.
- Two ARTH-UA electives chosen from any courses other than those listed under the “survey requirement” above, or any approved course offered in another department or at an NYU study away site. Any course in the urban design and architecture studies program may be counted as an elective for the art history major. Other proposed substitutions must be discussed with and approved by the director of undergraduate studies prior to election of the course in question.

Major in Classics and Art History

For details of this interdepartmental major, refer to the description under the Department of Classics in this Bulletin. With prior departmental approval, students can count two courses from any single NYU study away site toward this major and may count a total of three courses from more than one site.

Major in Urban Design and Architecture Studies

This major requires nine 4-point courses (36 points). Students work with the program director to achieve career-oriented goals within the major. Course work must include the following:

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

Minor in Art History

Four 4-point ARTH-UA courses (16 points) that do not overlap in content. At least one must focus on non-western art, or on a field other than modern or contemporary.

Minor in Urban Design and Architecture Studies

Any four 4-point courses (16 points) from URDS offerings that do not overlap in content.

Granting of Credit for Departmental Majors and Minors

A score of 5 on the Advanced Placement Art History examination, or a score of A on the Advanced Level History of Art examination, exempts students from History of Western Art I and II (ARTH-UA 1 and 2) and
counts as one course toward the major (i.e., the major can be completed with eight courses). These credits cannot count toward the minor. Lower scores on AP and A Levels do not count toward the major or minor. Credit toward the art history and urban design major or minor is granted only for courses completed with a grade of C or higher.

Students cannot receive credit for both History of Western Art I (ARTH-UA 1) and Ancient Art (ARTH-UA 3) or Medieval Art (ARTH-UA 4), or for both History of Western Art II (ARTH-UA 2) and Renaissance and Baroque Art (ARTH-UA 5) or Modern Art (ARTH-UA 6), as their contents overlap.

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

Courses in the College Core Curriculum

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

Graduation with Departmental Honors

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

Work toward the senior thesis consists of two 4-point honors courses (ARTH-UA 801 and ARTH-UA 804) focusing on research methods and writing, accompanied by regular meetings with the supervising professor. The completed thesis, at least 30 to 40 pages in length, is read by a committee of three faculty members, including the supervising professor. The committee meets with the student for a thesis defense at the end of the academic year. Satisfactory completion of the thesis, in the committee's judgment, earns an honors degree. These two honors courses may replace the two electives required for the major.

Internship Policy

Under exceptional circumstances, the Department of Art History awards academic credit (1-2 points) for an internship accompanied by an independent study. Students must find a professor willing to supervise this study. Course work may include a written diary recording the student's work experience and will include a term paper relevant to the internship, to be approved by the supervising professor. The independent study must also be approved by the director of undergraduate studies.
Art History Survey Courses

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

History of Western Art I
ARTH-UA 1 Identical to MEDI-UA 1. Students who have taken ARTH-UA 3 or ARTH-UA 4 will not receive credit for this course. Offered every semester. 4 points.

Introduction to the history of painting, sculpture, and architecture from ancient times to the dawn of the Renaissance, emphasizing the place of the visual arts in the history of civilization. Includes the study of significant works in New York museums, such as the Metropolitan Museum of Art, the Cloisters, and the Brooklyn Museum.

History of Western Art II
ARTH-UA 2 Identical to MEDI-UA 2. Students who have taken ARTH-UA 5 or ARTH-UA 6 will not receive credit for this course. Offered every semester. 4 points.

Introduction to the history of painting, sculpture, and architecture from the early Renaissance to the present day. Includes the study of significant works in New York museums, such as the Metropolitan Museum of Art, the Frick Collection, the Morgan Museum and Library, the Guggenheim Museum, the Whitney Museum, and the Museum of Modern Art.

Ancient Art
ARTH-UA 3 Students who have taken ARTH-UA 1 will not receive credit for this course. Offered periodically. 4 points.

History of art in the Western tradition from 20,000 B.C.E. to the fourth century C.E., from the emergence of human beings in the Paleolithic Age to the developments of civilization in the Near East, Egypt, and the Aegean; the flowering of the classical age in Greece; and the rise of the Roman Empire to the beginnings of Christian domination under the Emperor Constantine in the fourth century C.E. Study of the collections of the Metropolitan Museum of Art and the Brooklyn Museum is essential.

Medieval Art
ARTH-UA 4 Identical to MEDI-UA 200. Students who have taken ARTH-UA 1 will not receive credit for this course. Offered periodically. 4 points.

An introduction to the arts of the Christian Middle Ages in the Greek East and Latin West ca. 200-1400 C.E. Covers architecture, monumental sculpture, painting, mosaics, stained glass, ivory and metalwork, and panel painting in their historical, religious, political, and social contexts. Topics include the creation of a vocabulary of Christian symbols, imagery, and architectural forms; medieval patrons, artists, and audiences; arts of pilgrimage, monastery, and cathedral; and the roles and functions of images. Study of the collections of the Metropolitan Museum of Art and the Cloisters is included.

Renaissance and Baroque Art
ARTH-UA 5 Identical to MEDI-UA 333. Students who have taken ARTH-UA 2 will not receive credit for this course. Offered every year. 4 points.

An introduction to art and architecture, 1400-1750, against the context of historical, cultural, religious, technological, and social change. Topics include the emergence of humanism and its engagement with the ancient past; the development of transformative new techniques and technologies for making art; the function of art in religious, public, and domestic settings; the role of the patron; the impact of the Protestant and Catholic Reformations on art and society; and the proliferation of new genres. Close study of works in the Metropolitan Museum of Art, the Frick Collection, and the Morgan Museum and Library is an integral part of the course.

Modern Art
ARTH-UA 6 Students who have taken ARTH-UA 2 will not receive credit for this course. Offered every year. 4 points.

Art in the Western world from the late 18th century to the present. Content includes neoclassicism and romanticism, realism, the impressionists, parallel developments in architecture, the new sculptural tradition of Rodin, postimpressionism to fauvism, expressionism, futurism, cubism, geometric abstraction in sculpture and painting, modernism in architecture in the 20th century, and Dadaism and surrealism. Also covers developments since 1945, such as action painting, pop art, minimal art, and postmodernism. Study of the collections of the Metropolitan Museum of Art, the Museum of Modern Art, the Guggenheim Museum, and the Whitney Museum of American Art is included.
Advanced Courses in Ancient Art and Architecture

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

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

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

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

Roman Architecture
ARTH-UA 105 Identical to CLASS-UA 354.
Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
Covers the Hellenistic to the early Christian periods (first century B.C.E. to sixth century C.E.). Provides a chronological survey of Roman architecture from its early development against the background of the Greek and Etruscan traditions to the dramatic melding of the divergent trends of late antiquity in the great Justinian churches of Constantinople and Ravenna. Related topics include city planning and urbanism, Roman engineering, and the interaction between Rome and the provinces.

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

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

Romanesque Art
ARTH-UA 202 Identical to MEDI-UA 202.
Prerequisite: History of Western Art I (ARTH-UA 1), or Medieval Art (ARTH-UA 4), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
Examines the architecture, sculpture, painting, manuscript illumination, and treasury arts of the Latin West during the period ca. 950-1200 C.E., including Ottonian, Anglo-Saxon, Mozarabic, First Romanesque, and Romanesque art. Considers the visual arts of Christianity in light of the historical, religious, political, social, and cultural contexts of their creation. Topics include the cult of saints and the arts; the art and architecture of pilgrimage and crusade; monasticism and the arts; Romanesque patrons, artists, and audiences; the Romanesque revival of monumental sculpture; Christian encounters with Islam and Judaism; secular themes in Romanesque art; word and image in Romanesque art; and medieval attitudes toward the classical tradition.

Gothic Art in Northern Europe
ARTH-UA 203 Identical to MEDI-UA 203.
Prerequisite: History of Western Art I (ARTH-UA 1), or Medieval Art (ARTH-UA 4), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
The art of the “age of the cathedrals”—including architecture, sculpture, stained glass, manuscript illumination, wall painting, luxury arts, and tapestry—from the origins of the Gothic style in the 12th-century Ile-de-France through the early 15th century. Considers artistic developments in light of the religious, historical, political, social, and cultural contexts of their creation. Topics include Gothic patrons, artists, builders, and art-making; lay literacy and the patronage and reception of art; the cult of the Virgin and the arts; the Gothic image as bearer of religious, political, and social values and ideologies; arts of chivalry and courtly love; naturalism and developments in portraiture; the roles of art in devotional and mystical experience; and Gothic art and late medieval notions of vision and the self.

Art and Architecture in the Age of Giotto: Italian Art, 1200-1400
ARTH-UA 204 Identical to MEDI-UA 204.
Prerequisite: History of Western Art I (ARTH-UA 1), or Medieval Art (ARTH-UA 4), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
Traces the evolution of the painted altarpiece in relation to its liturgical, devotional, and cultic functions and with consideration of artistic personalities such as Duccio, Simone Martini, and the Lorenzetti. Studies the great fresco cycles in churches and chapels from the point of view of artists (including Giotto and Taddeo Gaddi), patron(s), and program. Surveys key monuments of religious and civic architecture and their painted and sculpted decoration within the historical and political contexts of the emerging Italian city-states. Topics include the mendicant orders and the arts; the Black Death and art; the status of the artist; and gender and social class in representation and patronage.

Medieval Architecture
ARTH-UA 205 Identical to MEDI-UA 205
Prerequisite: History of Western Art I (ARTH-UA 1), or Medieval Art (ARTH-UA 4), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
Surveys the architecture of the Middle Ages in Western Europe with emphasis on the period from ca. 1000-1500 C.E., from the emergence of the Romanesque to the late Gothic period. Examines monumental religious and secular projects, such as
cathedrals and civic palaces, from stylistic, technical, functional, iconographic, and ideological perspectives. Topics include regionalism, patronage, the status of the “architect,” and the concept of the multimedia ensemble. Situates buildings within their social, religious, and political contexts.

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

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

A new style of architecture developed in 15th-century Florence against the background of a vigorously evolving humanist culture and spread throughout Italy and beyond over the course of the 16th century. Traces the evolution of Renaissance architecture through the work of major figures such as Brunelleschi, Alberti, Bramante, Michelangelo, and Palladio. Special attention is given to the social, cultural, and historical conditions that shaped the built environment.

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

An architectural history of Europe, 1600-1750, with emphasis on the social, cultural, and historical conditions that shaped the built environment. Palaces, churches, villas, gardens, and urban spaces such as streets and piazzas are studied in terms of the life that went on in and around them. Themes include the pursuit of status through architectural patronage; the use of buildings to communicate political power or religious authority; the role of ceremony and spectacle in shaping architectural space and design; and the dissemination of the baroque style beyond Europe to the colonies.

**Northern Renaissance Art, 1400-1530**  
ARTH-UA 303 Identical to MEDI-UA 303.  
Prerequisite: History of Western Art I (ARTH-UA 1), or History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.

Addresses painting north of the Alps, ca. 1380-1530, partly late medieval, partly Renaissance. Examines the connection of breathtaking technique and deeply religious aspects of the art to function, symbolic thought, patronage, and changes in the society to which painting was related. Also explains ways in which we write history when most of the vital written documents are missing or destroyed. Artists discussed include Jan van Eyck, the Master of Flemalle, Rogier van der Weyden, Jean Fouquet, Hugo van der Goes, Jerome Bosch, Albrecht Dürer, Matthias Grünewald, and Hans Holbein.

**16th-Century Art North of the Alps**  
ARTH-UA 304 Identical to MEDI-UA 304.  
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

Topics include the development of landscape as a separate subject in art; the Reformation’s effects on subject matter and aesthetics; what northerners learned from the classicizing Italians and what the Italians learned from northern realism; aspects of patronage and the art market; the northern interest in peasant life and in the grotesque; the sociopolitical significance of dress; and the importance of printmaking. Among the artists considered are the German artists Albrecht Dürer, Matthias Grünewald, Hans Holbein the Younger, and the Cranach family; the Netherlandish artists Hieronymus (Jerome) Bosch, Quentin Massys, Lucas van Leyden, Jan Gossaert, and Pieter Brueghel the Elder; and Jean and François Clouet and other artists associated with the French court.

**Italian Renaissance Sculpture**  
ARTH-UA 305 Identical to MEDI-UA 305.  
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

The role of sculpture in the visual arts in Italy from ca. 1400-1600. Begins with Donatello and his contemporaries, including Ghiberti, Verrocchio, and Pollaiuolo, before moving on to Michelangelo’s
sculpture and a comparison of his works with those of contemporaries and followers, ending with Giambologna.

**Early Masters of Italian Renaissance Painting**

ARTH-UA 306 Identical to MEDI-UA 306.

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

Achievements of the chief painters of the 15th century with special attention 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). 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. 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.

**The Age of Leonardo, Raphael, and Michelangelo**

ARTH-UA 307 Identical to MEDI-UA 307.

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

Painting, sculpture, and the graphic arts in Florence and Rome from about 1470 to the mid-16th century. Begins with Andrea del Verrochio, Leonardo, Perugino, Raphael, Domenico Ghirlandaio, and Michelangelo; investigates new pictorial modes emerging after 1510 in Andrea del Sarto, Pontormo, Rosso, Parmigianino, Giulio Romano, and other members of Raphael's school; and then considers their younger contemporaries and successors, including Bronzino and Vasari. Emphasizes the patronage, symbolic tasks, and functions of Renaissance painting and critically examines historical concepts such as high Renaissance, mannerism, and maniera.

**The Golden Age of Venetian Painting**

ARTH-UA 308 Identical to MEDI-UA 308.

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

The art of Venice and its surroundings, Emilia and Lombardy. Covers the Bellini and Vivarini artistic families, Giorgione, Titian, and Sebastiano del Piombo; the itinerant careers of Carlo Crivelli and Lorenzo Lotto; and the origins and implications of Correggio's and his student Parmigianino's daring experiments. Examines the significance of the mature Titian for his contemporaries Veronese, Tintoretto, and Bassano. In the 18th century, Tiepolo brings Venice's golden age to a close. Stresses artistic reciprocity between northern and central Italy.

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

ARTH-UA 309 Identical to MEDI-UA 309.

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

Painting and sculpture in Italy, 1580-1700. Highlights major developments in the visual arts and the work of leading artists including Caravaggio, Carracci, Bernini, and Poussin. Examines the blurring of boundaries between the real and the imaginary, the instantaneous and the infinite, the imitative and the innovative. Special attention is paid to the creative process and the influences on it: the role of the patron, the logistics of site, and the artist's own thought process as revealed through preparatory drawings and sketches.

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

ARTH-UA 311 Identical to MEDI-UA 311.

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

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

**French Art from Versailles to the Age of Rococo, c. 1660-1760**

ARTH-UA 312 Formerly French Art: Renaissance to Rococo, 1520-1770. Identical to MEDI-UA 312. Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or permission of the instructor. Offered periodically. 4 points.
French art, architecture, and material culture from the mid-seventeenth to late eighteenth centuries. Topics include the artistic splendors of the court of Louis XIV at Versailles and the relationship of art and politics; the French Academy and the Paris Salon; cross-cultural exchange and its impact on decorative arts and interior design; gardens and landscape; intersections between Enlightenment art, philosophy, and science; gender and patronage; and the rise and fall of the rococo.

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

ARTH-UA 315 Identical to MEDI-UA 315.

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

Begins with El Greco in Italy and Toledo, Velázquez, Zurbarán, Murillo, Ribera, and Valdés Leal before moving to the 18th century (the Tiepolo family, Meléndez). Defines Spain in the 16th and 17th century as a global power by considering colonial-era art in such New World centers as Mexico City and Lima. The focus then shifts to the art of Francisco de Goya and the projection of Spanish art into the modern era.

**Latin American Art: From Colonial to Modern**

ARTH-UA 316 Identical to MEDI-UA 316.

**Prerequisite:** History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

Begins with a brief consideration of the achievements of the great pre-Hispanic civilizations (Aztec, Maya, Inca, and others) prior to contact with the Iberian world. Emphasis on colonial painting, sculpture, and architecture in Mexico and Central America, the Caribbean, and the Andes. Examines painting and sculpture of the 19th century and the secularization of Latin American art, and then the establishment of modernism from 1900 onward. Important modern artists such as Frida Kahlo, Joaquín Torres-García, Tarsila do Amaral, Wifredo Lam, and the surrealists bring the survey to approximately 1950.

**Advanced Courses in Modern Art and Architecture**

**American Art**

ARTH-UA 404 **Prerequisite:** History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

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

**Abstract Expressionism to Pop Art**

ARTH-UA 407 **Prerequisite:** History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

Begins by considering the varied avant-gardes of the United States, England, France, Italy, Latin America, Africa, the Middle East, and South Asia in the years immediately after World War II, then focuses on the development of the New York School from abstract expressionism, through neo-dada and other movements of the late 1950s, and into the pop art and minimalism of the 1960s. Also examines the parallel but divergent development of an international avant-garde linking France, Italy, and South America. Emphasizes the global perspective by surveying avant-gardes of the 1950s and 1960s in Africa, the Middle East, South Asia, and Japan, and how they responded to developments in Paris and New York.

**Early Modern Architecture: 1776-1914**

ARTH-UA 408 **Prerequisite:** History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or Expressive Culture: Architecture in New York Field Study (CORE-UA 722), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

Focuses on the creation of modern building types such as the bank, state capitol, museum, railroad station, and skyscraper. After considering the forms and meanings associated with neoclassicism, examines the Gothic revival and subsequent 19th-century movements (e.g., high Victorian
Gothic, Second Empire, beaux-arts classicism) as efforts to find appropriate expressions for diverse building forms. Students consider changes resulting from the Industrial Revolution, including developments in technology, and the reforms of art nouveau and secession architecture.

**Modern Architecture: 1914 to the Present**

ARTH-UA 409  Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or Early Modern Architecture: 1776-1914 (ARTH-UA 408), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or Expressive Culture: Architecture in New York Field Study (CORE-UA 722), or a score of 5 on the AP Art History exam. Offered every year. 4 points.

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

**Neoclassicism to Realism**

ARTH-UA 411  Formerly Age of Revolutions, 1750-1860. Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every year. 4 points.

The Enlightenment’s valorization of cool rationalism contributed to the rise of neoclassicism as a dominant style, while the era’s opposing celebration of emotion as the purest form of intellectual and spiritual expression (as in Rousseau) gave rise to romanticism. Following on the heels of romanticism, realism has been seen as both a rejection and an extension of it. Focuses on these three stylistic movements and examines how late 18th- and early 19th-century artists negotiated not just the aesthetic ideas of the Enlightenment but its political consequences as well.

**Impressionism to Post-Impressionism**

ARTH-UA 412  Formerly Impressionism and After, 1860-1900. Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every year. 4 points.

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

**Cubism to Surrealism**

ARTH-UA 413  Formerly Era of the Avant-Gardes, 1900-1945. Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every year. 4 points.

After analyzing the invention of cubism by Picasso and Braque, examines its international reverberations, including Italian futurism, the later phases of German expressionism, and constructivism in revolutionary Russia. The dada movement in the period during and after World War I is considered as a reaction to the apparent cultural and artistic bankruptcy of Western civilization. Addresses the tensions in the multiple currents of surrealism: metamorphic, academic, and abject, and then analyzes painting after World War II, from Pollock to Dubuffet, as an extension and transformation of prewar trends.

**Contemporary Art**

ARTH-UA 414  Formerly Postmodern to Contemporary Art, 1970-2014. Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every year. 4 points.

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

**Aesthetic History of Photography**

ARTH-UA 431 Identical to PHTI-UT 1102. 
Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every spring. 4 points. 
Chronicles the history of photography's complex and symbiotic relationship to painting, sculpture, architecture, installation, and performance. 
Beginning with the medium's invention and the early fights of its practitioners to establish themselves as fine artists, describes photographers' unique attempts to negotiate their relationships with both artistic movements and the media culture of which they are a part. Assesses the impact of art movements, cultural attitudes, and new technologies on photographers across the history of the medium.

**Social History of Photography**

ARTH-UA 432 Identical to PHTI-UT 1101. 
Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every fall. 4 points. 
A social and political history of photography, from its beginnings to the present day. Focuses on the popular forms of photographic imagery, such as advertising, fashion, travel photography, family portraits and snapshots, scientific documents, documentary reform, and photojournalism, and describes the medium's relationship to Western (and global) social history during the modern era. Readings from Susan Sontag, John Berger, and Roland Barthes.

**Toward a Critical Vocabulary of Photography**

ARTH-UA 433 Identical to PHTI-UT 1129. 
Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every fall. 4 points. 
Emphasizes the analysis and synthesis of visual and written information. Critical readings from Roland Barthes, Donna Haraway, Susan Sontag, Boris Groys, bell hooks, Thomas Kuhn, Mircea Eliade, John Berger, and George Kubler, as well as selections from fiction and graphic novels, are considered in relation to historical and contemporary pictures. Considers topics in philosophy, art history, science, literature, and cultural studies that are relevant to photography.

**Museums and the Art Market**

ARTH-UA 701 Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every year. 4 points. 
An overview of history and theory. Presents a series of lectures and case studies examining such issues as the birth of the museum, the role played by world’s fairs and biennials, the impact of collectors, the art market, and the gallery system. Visits to museums, galleries, and auction houses in New York.

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

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

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

ARTH-UA 510 Identical to EAST-UA 91. 
Offered periodically. 4 points. 
An introduction to the art and culture of the Far East, presented in a chronological and thematic approach corresponding to the major dynastic and cultural changes of China, Korea, and Japan. Teaches how to “read” works of art in order to interpret a culture or a historical period; aims at a better understanding of the similarities and differences among the cultures of the Far East.

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

ARTH-UA 511 Identical to EAST-UA 92. 
Offered periodically. 4 points. 
An introductory survey. Emphasizes an overall understanding of the development of art and culture, as well as mastery of specific works of art. East Asian Art I followed the development of the common cultural heritage of the Northeast Asia region. Part of this commonality is due to the extraordinary influence of an early-developing Chinese civilization on Japan and Korea. However, Japan and Korea also developed their own cultures and arts. Topics include Song landscape paintings, Edo “floating world” prints, Koryo celadons, and modern art.

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

ARTH-UA 530 Offered periodically. 4 points. 
An introductory survey of the history of South Asia from 2000 B.C.E. to 1200 C.E., with an emphasis on the Indian subcontinent. From the Indus Valley culture to the present day, artistic production has played a critical role in the transmission of religious beliefs and the development of cultural systems in and around South Asia. We consider the historical
DEPARTMENT OF ART HISTORY

circumstances surrounding the production of South and Southeast Asian art, as well as the problems that art historians face when trying to interpret the surviving evidence. Examines art in a variety of media, including architecture, urban form, sculpture, painting, and performance.

**South Asian Art II: 1200 to Present**
ARTH-UA 531 Offered periodically. 4 points.
Begins with the introduction of Islamic artist traditions into the Indian subcontinent through the establishment of the Delhi Sultanate, which effectively integrated itself into a widely diverse and multicultural range of preexisting artistic practices. Follows the cultivation of new tastes in the Mughal and Rajput courts through the vigorous interaction among Persian, Indic, and European artists and elites. Finally turns to the colonial and postcolonial artistic responses to South Asia’s complex past(s). By looking at art in a range of media—including painting, sculpture, architecture, and photography—examines how art actively served as an expression of political authority and cultural identity.

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

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

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

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

**Other Advanced Courses in Art and Architecture**

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

**Special Topics in the History of Art**
ARTH-UA 150, ARTH-UA 250, ARTH-UA 350, ARTH-UA 450, ARTH-UA 550, ARTH-UA 750, and ARTH-UA 850 Prerequisites vary by topic. 4 points.
Topics change from semester to semester and are sometimes outside of the usual classification areas. Those that carry prerequisites are normally considered advanced courses in the major, satisfying requirements in the ancient or medieval, Renaissance or baroque, or modern areas.
Advanced Seminar in Art History

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

Honors Thesis and Independent Study in Art History

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

Independent Study
ARTH-UA 803, 804 Prerequisite: written permission of the director of undergraduate studies and of an adviser. 1 to 2 points per term.
Independent study is done only exceptionally. It 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. Applies to internships in exceptional cases. Department consent is mandatory.

Graduate Courses Open to Art History Majors

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

Urban Design and Architecture Studies: Foundation Courses

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

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

Urban Design and Architecture Studies: Architecture and Urban History Courses

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

**Roman Architecture**

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

**Medieval Architecture**

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

**Architecture and Urbanism in Renaissance Europe**

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

**Architecture and Urbanism in the Age of the Baroque**

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

**Early Modern Architecture: 1776-1914**

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

**Modern Architecture: 1914 to the Present**

ARTH-UA 409 Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or Early Modern Architecture: 1776-1914 (ARTH-UA 408), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or Expressive Culture: Architecture in New York Field Study (CORE-UA 722), or a score of 5 on the AP Art History exam. Offered every year. 4 points.
See this department’s subheading “Advanced Courses in Modern Art and Architecture.”

**Architecture in New York: Field Study**

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

**Cities in History**

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

**History of City Planning: 19th and 20th Centuries**

ARTH-UA 663 Prerequisite: Shaping the Urban Environment (ARTH-UA 661) or permission of the program director. Offered every year. 4 points.
Examines the history of cities, planning, and urban design in Europe and the United States since 1800. Emphasizes the social, political, and economic factors shaping modern cities, including industrialization, housing, sanitation, transportation, social reform, recreation, and infrastructure, as well as
cultural and aesthetic debates about style, monumentality, and diversity in cities. Includes field trips to notably planned sites in the New York area.

Special Topics in Urban Design and Architecture Studies
ARTH-UA 650, 850 Prerequisites vary according to topic. 4 points.
Subjects change from semester to semester and are outside of the usual classification areas.

Urban Design and Architecture Studies: Seminars

Ideology and Urban Design
ARTH-UA 35 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered periodically. 4 points.
Examines the building of an urban environment as a reflection of ideology. Examples illustrate interrelationships of architectural and urban forms and ideological thought. Topics include: the International Style in democratic Europe, 1918-1933; the U.S.S.R. during the years after the revolution of 1917; the U.S.S.R. under Stalin; National Socialism in Germany, 1933-1945; Eastern European countries; and the U.S.A. today: cultural centers, urban and suburban developments, central business districts, and civic centers.

Decision Making and Urban Design
ARTH-UA 670 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.
The impact and limitations of private and public decision-making power on urban design and architecture. City architecture in light of the values and priorities set by a society. Recognition of citizens’ groups as increasingly important factors in city planning and related changes. Critically evaluates the complexity of decision making and historical circumstances as related to the built urban environment on the basis of historical and modern American and European examples.

Architecture in Context
ARTH-UA 671 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. 4 points.
Examines the practice of architecture through the lens of a NYC architectural firm. A range of projects is considered through presentations, case studies, and site visits. Each week is devoted to a theme that illustrates the importance of design and sustainability as it relates to civic engagement and social responsibility, the different phases of project development, the influence of regulations on design, and primary building systems.

Environmental Design: Issues and Methods
ARTH-UA 672 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.
Examines the manifold technological considerations that affect urban building and urban environmental quality in cities today. Topics include the specifics of power supply, heating, lighting, ventilation, internal traffic (vertical and horizontal), pollution control, and other topics of immediate significance. Focuses on the potential of technology to resolve urban environmental problems.

Urban Design: Infrastructure
ARTH-UA 673 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.
Serves as a laboratory for the investigation of New York City’s infrastructure, using the definition of the word as a point of departure. In what ways can the city be perceived as a collective undertaking, with intricate components interwoven in continuous strands? What systems and forces give the city and its neighborhoods their current form, and what influences their future shape? Can these systems be dissected? What do these analyses tell us about the relationship of the city to its inhabitants and to the wider environment? Investigates the street grid, water supply, waste disposal, and subway system.

Urban Design and the Law
ARTH-UA 674 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.
Relationship between physical surroundings and the basis of society in law. Examines the effects of zoning regulations and building codes; urban
renewal legislation; condemnation procedures; real estate law; law concerning tenants; taxation; special bodies such as the Port Authority of New York and New Jersey; preservation and landmarks; licensing procedures for architects, engineers, and planners; and pollution control measures. Special attention to laws of New York City and nearby communities.

Seminar in Urban Options for the Future
ARTH-UA 675 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.
Explores the nature of today’s urbanism with an eye on understanding future prospects for cities through lectures, extensive readings, class discussions/presentations, and “mapping exercises” which take students out of the classroom and into the city. Topics include sustainable urban futures, the consequences of dramatic demographic shifts, smart growth practices, landscape urbanism, and the phenomenon of exploding/imploding cities.

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

Reading the City
ARTH-UA 677 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.
Observation and documentation of historical sections of New York City. In-class lectures, discussions, and field walks examine the architects and the forces that shaped the historic fabric of New York around the turn of the twentieth century. Students learn to read the historical stratigraphy of the city’s architecture by using primary and secondary sources such as maps, prints, and panoramas. Considers how the understanding of context and history can inform current architectural practice.

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

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

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

Senior Honors Thesis: Urban Design and Architecture Studies
ARTH-UA 690, 691 Open to departmental majors who have been accepted as candidates for honors in urban design by the first term of their senior year and who have the permission of the director of undergraduate studies. 4 points per term.
See this department’s subheading “Graduation with Departmental Honors” for eligibility requirements. Students are expected to work on their theses over a period of two semesters. A GPA of 3.65 in urban design courses and an overall GPA of 3.65 as stipulated by the College’s honors program regulations are necessary.

Independent Study
ARTH-UA 803, 804 Prerequisites: written permission of the program director and of an adviser. 1 to 2 points per term.
See this department’s subheading “Honors Thesis and Independent Studies in Art History.”

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

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

Urban Economics
ECON-UA 227 Identical to SCA-UA 751. Prerequisite: Introduction to Microeconomics (ECON-UA 2). 4 points.
See description under economics.

Cities in a Global Context
SCA-UA 602 4 points.
See description under metropolitan studies.

Cities, Communities, and Urban Life
SOC-UA 460 Identical to SCA-UA 760. 4 points.
See description under sociology.

With departmental approval, other courses may be substituted.

Graduate Courses Open to Urban Design and Architecture Studies Majors

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

Asian/Pacific/American Studies

as.nyu.edu/apa • 20 Cooper Square, 4th Floor • New York, NY 10003-7112 • 212-992-9650

The program in Asian/Pacific/American studies, housed in the Department of Social and Cultural Analysis (SCA), offers a rigorous and broad education in the history and contemporary experiences of Asian peoples—whether from East Asia, South Asia, Central Asia, Southeast Asia, or from diasporic communities across the world—in the present-day Americas. Students gain an understanding of Asian American culture in relation to such topics as law, art, health, urban politics, community studies, (popular) culture, language, and art. The program collaborates closely with the A/P/A Institute to bring important artists, scholars, performers, and activists to campus where they engage in close dialogue with undergraduates, faculty, and the broader New York community. Its stellar teaching staff, many of whom also have prominent careers as curators, activists, and artists, offers a diverse range of courses from the politics of beauty to secret histories of New York.

FACULTY

Associate Professors
Gopinath, Parikh, Sandhu, Tchen, Tu

Assistant Professor
Saranillio

PROGRAM

Major
The Asian/Pacific/American studies major requires nine 4-point courses (36 points) completed with a grade of C or better.

Two introductory courses—may be taken in either order:
• Social and Cultural Analysis 101 (SCA-UA 101)
• Approaches to the Asian/Pacific/American Experience (SCA-UA 301; offered periodically) or Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539; offered every fall)

Six elective courses:
• Six designated Asian/Pacific/American studies electives, of which four must be taught by SCA faculty.
• SCA Theory and Practice: The Internship Program (SCA-UA 42) is no longer required, but is highly recommended and can count as an elective; one A/P/A language course can count as an elective if taught by SCA faculty.

One research course:
• Advanced Research Seminar (SCA-UA 90)

Minor
Five 4-point courses (20 points) completed with a grade of C or better are required for the minor in Asian/Pacific/American studies. Students must take one of the following introductory courses: Approaches to the Asian/Pacific/American Experience (SCA-UA 301; offered periodically) or Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539; offered every fall). They also take four designated Asian/Pacific/American studies electives, of which two must be taught by SCA faculty. One A/P/A language course can count as an elective if taught by SCA faculty.

Language and Linguistic Competency
The type of rigorous intercultural study promoted within the Department of Social and Cultural Analysis
requires students to recognize the complex modes of communication at work both within and across different social groups. Studying the modern incarnation of these languages reveals the cross-cultural forces that have shaped them. We speak what we are and have been. The department therefore strongly encourages its students to develop advanced skills in Cantonese, Filipino, and/or any language spoken in the Asia or Pacific regions by any of the following means: taking language courses offered in A/P/A studies; taking elective courses in sociolinguistics; studying these languages beyond the minimum level required by the College of Arts and Science; pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

Policy on Double Counting of Courses
Majors may share (double count) two courses with a second major, with permission from the other department/program.

Minors may share (double count) one course with a major or a second minor, with permission from the other department/program.

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

COURSES

**Introductory Core**
Social and Cultural Analysis 101
SCA-UA 101  Offered every year. 4 points.
Introduces theories, methods, and political trajectories central to the Department of Social and Cultural Analysis (SCA). SCA addresses how individuals and populations structure their worlds and navigate the resulting social, cultural, and political terrain. It privileges scholarly work with an intersectional approach, drawing on theoretical insights from such fields as social geography, feminism and queer studies, ethnic studies, urban and metropolitan studies, critical race theory, labor studies, and cultural studies.

Approaches to the Asian/Pacific/American Experience
SCA-UA 301  Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539) can substitute for this course. SCA-UA 301 is offered periodically. CORE-UA 539 is offered every fall. 4 points.
An interdisciplinary introduction, emphasizing historical perspectives and exploring concepts of “home,” “community,” “Asian,” and “American.” Topics may include diaspora and migration, colonialism, orientalism, labor, family/community formations, national and international law/policy, intersections of sex/gender/race, education, popular culture and representation, activism, pan/ethnic identities, and electoral politics.

Cultures and Contexts: Asian/Pacific/American Cultures
CORE-UA 539  Offered every fall. 4 points.
See description under College Core Curriculum in this Bulletin.

**Research Core**
Advanced Research Seminar
SCA-UA 90  Prerequisite: Social and Cultural Analysis 101 (SCA-UA 101), or Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539), or Approaches to the Asian/Pacific/American Experience (SCA-UA 301). Offered every semester. 4 points.
Students write a 20-25 page research paper with a focus on a specific research method. Topics vary by semester; see Albert for details.

**Honors Program**
Senior Honors Seminar
SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major), Social and Cultural Analysis 101 (SCA-UA 101), either Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539) or
MAJOR/MINOR IN ASIAN/PACIFIC/AMERICAN STUDIES

Approaches to the Asian/Pacific/American Experience (SCA-UA 301), and permission of the department. Offered every fall. 4 points.

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

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

SCA Theory and Practice: The Internship Program
SCA-UA 42 Requires ten hours a week of fieldwork. 4 points.

Elective Courses
Asian American Literature
SCA-UA 306 Identical to ENGL-UA 716, COLIT-UA 301. Offered every year. 4 points. Examines a variety of genres (poetry, plays, fiction and nonfiction, literary/cultural criticism, and nontraditional forms) by writers from diverse ethnic backgrounds. Explores the ways in which the writers treat issues such as racial and ethnic identity, immigration and assimilation, gender, class, sexuality, nationalism, culture and community, history and memory, and art and political engagement.

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

Filming Asian America: Documenting Community
SCA-UA 361 4 points. Presents filmmaking as a mode of community documentation and filmmakers as historians. Historical and theoretical overview leads to hands-on filmmaking. Students document various aspects of Asian/Pacific/American communities in New York—sociocultural and political issues, histories, personal stories, geodynamics of ethnic localities, domestic lives, professions, ethnic festivals and performances, etc.—and produce at least two collective documentaries (10 to 12 minutes each).

The Constitution and People of Color
SCA-UA 366 Offered every year. 4 points. Examines how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Topics include the denial of citizenship and naturalization to slaves and immigrants, government-sanctioned segregation, the internment of Japanese Americans during World War II, the prison industry, police brutality, post-9/11 detention issues, voting rights, and present-day issues.

Reading Race and Representation
SCA-UA 368 4 points. Addresses race as a structural or material dimension that comprises everyday experience and knowledge and can be "read" in objects, spaces, and events. Uses historical and legal texts, literature, and film, as well as scholarship from anthropology, sociology, and history, to examine concepts and themes related to U.S. ethnic studies and critical race theory (including citizenship, rights, segregation, whiteness, colonialism, labor, migration, and alienness).

“Chinatown” and the American Imagination
SCA-UA 370 Identical to IDSEM-UG 1229. 4 points. Explores Chinatown in the American imagination and in its New York incarnation. What does Chinatown have to do with the formation of normative “American” identities? What are the possibilities (and limits) of crossing cultural divides? Class members individually and/or in groups research, experience, and document a chain of persons, places, and/or events, creating their own narrative “tour” of this place’s meanings.
MAJOR/MINOR IN ASIAN/PACIFIC/AMERICAN STUDIES

The Immigrant Imagination
SCA-UA 371 4 points.
Explores a variety of expressive forms produced by migrant subjects—including film, photography, art, and fashion—and how they narrate the experiences of travel and displacement; home and exile; leisure and labor.

Critical Indigenous Theory and Settler Colonialism
SCA-UA 372 4 points.
How are Native movements for decolonization offering culturally rich and historically meaningful alternatives to the current system? Examines critiques of capitalism; climate change; Indigenous resurgence and political ecology; statist and non-statist forms of de-occupation; anti-black racism and settler colonialism; queer settler colonialism; and food sovereignty.

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

Language Courses

Elementary Filipino I, II
SCA-UA 321, 322 Offered every year. 4 points per term.
Emphasis on mastering basic grammar skills and working vocabulary. Lessons incorporate discussions on history, current events, literature, pop culture, and native values. Includes field trips to Filipino neighborhoods in Queens and Jersey City.

Intermediate Filipino I, II
SCA-UA 323, 324 Offered every year. 4 points per term.
Emphasis on the linguistic rules that enable the student to communicate with more competence. There is also a focus on translation. Lessons use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. Features field trips to Filipino centers in the New York/New Jersey area and guests who converse with students in Filipino about their life and work.

Elementary Cantonese I, II
SCA-UA 331, 332 Offered every year. 4 points per term.
Emphasizes the spoken and written language and conversational proficiency. Covers grammar, listening comprehension, and oral expressions. Teaches students 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.

Intermediate Cantonese I, II
SCA-UA 333, 334 Offered every year. 4 points per term.
Emphasis on the linguistic rules that enable students to communicate with more competence. The lessons focus not only on language, but also use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. Includes field trips to Chinatown and other Cantonese-speaking neighborhoods.

Related Courses
The following courses count as faculty electives for the Asian/Pacific/American studies major and minor. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

AMERICAN STUDIES

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

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

Ethnicity and the Media
SCA-UA 232 4 points.

Social Movements and Alternative Futures
SCA-UA 237 4 points.

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

GENDER AND SEXUALITY STUDIES

Queer Cultures
SCA-UA 450 4 points.

Transnational Feminism
SCA-UA 474 4 points.

METROPOLITAN STUDIES

Cinema and Urbanism
SCA-UA 624 4 points.
Cross-Listed Electives
Majors and minors may take no more than two of these courses. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

EAST ASIAN STUDIES
Modern Korea and the Korean Diaspora
SCA-UA 834 Identical to EAST-UA 735. 4 points.

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

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

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

Department graduates include Nobel laureates and many other notable scientists and educators. The department’s distinguished, diverse faculty conducts research in state-of-the-art laboratories, including those in the Center for Genomics and Systems Biology and Center for Developmental Genetics. Research collaborations extend to New York institutions, including the American Museum of Natural History, New York Botanical Garden, and Cold Spring Harbor Laboratory.
coursework in molecular biology, cell biology, evolution, genetics, developmental biology, physiology, immunology, genomics, systems biology, computational biology, ecology, and environmental biology. From the very outset of their studies, students are exposed to modern concepts and state-of-the-art experimental and analytical methods. Upper-level courses emphasize foundational knowledge as well as laboratory skills, reasoning skills, and quantitative skills. Advanced students may register for graduate-level courses, which are most often given in the specialized areas of faculty research.

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

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

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

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

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

**Major in Biology (Bachelor of Arts): General Information**

The department offers two tracks.

- The standard biology track provides students with a broad background in biology and the laboratory, quantitative, and reasoning skills needed for modern biology.
- The ecology track also provides students with a broad background in modern biology, but with a focus on ecological concepts, approaches, and analytical methods.

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

In each of the two tracks, sixteen courses (typically 69-70 points) completed with grades of C or higher (and a minimum GPA of 2.0 for all courses required by and taken as electives in the major) are required for the major. To permit the maximal choice of appropriate upper-level courses, we strongly recommend that students take Principles of Biology I and II (BIOL-UA 11, 12), General Chemistry I and II and Laboratories (CHEM-UA 125, 126), and mathematics in their freshman year. Then, as sophomores, students in the standard track should take Molecular and Cell Biology I, II (BIOL-UA 21, 22), whereas students in the ecology track should take Molecular and Cell Biology I (BIOL-UA 21) and Fundamentals of Ecology (BIOL-UA 63).
DEPARTMENT OF BIOLOGY

Programs of majors must be approved each term by a department adviser.

**Biology Standard Track**

Biology core courses (four courses/16 points):

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

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

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

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

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

- Chemistry (four courses/20 points):
  - General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
  - Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)
- Physics (two courses/10 points):
  - General Physics I and II (PHYS-UA 11, 12)
- Mathematics (one course/4 points):
  - Calculus I (MATH-UA 121)

**Biology Ecology Track**

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

Ecology core courses (four courses/16 points):

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

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

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

A current list of courses satisfying each upper-level category above is maintained on the official web site of the Department of Biology. Note that the set of courses that may be used as electives for the ecology track is not identical to the set that may be used for the standard biology track.

Additional courses required for biology ecology track majors (seven courses/33 points):
- Chemistry (four courses/20 points):
  - General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
  - Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)
- Physics (one course/5 points):
  - General Physics I (PHYS-UA 11)
- Mathematics (two courses/8 points):
  - Calculus I (MATH-UA 121)
  - Calculus II (MATH-UA 122) or Linear Algebra (MATH-UA 140)

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

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

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

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

Global public health requirements (seven courses/28 points):
- Health and Society in a Global Context (UGPH-GU 10)
- Health Policy (UGPH-GU 40)
- Environmental Health (UGPH-GU 50)
- GPH Internship (UGPH-GU 60)
- Biostatistics (BIOL-UA 42)
- At the Bench: Epidemiology (BIOL-UA 49)
- One semester of advanced foreign language (above intermediate II level). Students who present AP or other advanced standing credit that is equivalent to completion of at least one course above intermediate two have satisfied the requirement. Students who take an NYU language placement exam and demonstrate proficiency equivalent to completion of at least one course above the intermediate two level (i.e., they at least place into the second course above intermediate two) have also met this requirement.
- One semester of study away

Biology core courses (four courses/16 points):
- Principles of Biology I and II (BIOL-UA 11, 12)
  NOTE: Biology majors are not required to register for the 1-credit Principles of Biology Lab (BIOL-UA 123). It is intended for prehealth students not majoring in biology.
- Molecular and Cell Biology I and II (BIOL-UA 21, 22)
  NOTE: It is strongly recommended that students in this combined major take the optional 1-credit Molecular and Cell Biology Lab (BIOL-UA 223) concurrently with MCB I (BIOL-UA 21).
Biology emphasis area (two courses/8 points):

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

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

Additional required courses in science and mathematics (seven courses/34 points):

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

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

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

Major electives (two courses/8 points):

- Two additional electives must be completed in the GPH program or in biology. A current list of courses approved as electives is maintained on the official web site of the Department of Biology.

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

Minors

The following courses (completed with grades of C or higher and a minimum GPA of 2.0 in all biology courses) are required for the specific minors. Students interested in one of the minors offered in biology should consult the director of undergraduate studies as early as possible to plan a course of study that meets their needs. Each minor track consists of five 4-point courses plus one 1-point lab (21 points).

**Minor in molecular and cell biology:** BIOL-UA 11, 12, 21, and 22; either BIOL-UA 123 or BIOL-UA 223; either At the Bench: Applied Molecular Biology (BIOL-UA 36), At the Bench: Applied Cell Biology (BIOL-UA 37), or At the Bench: Biological Chemistry (BIOL-UA 130).

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

**Minor in genomics and bioinformatics:** BIOL-UA 11, 12, and 21; either BIOL-UA 123 or BIOL-UA 223; either Genome Biology (BIOL-UA 38) or Fundamentals of Bioinformatics (BIOL-UA 124); one of the following: Microbiology and Microbial Genomics (BIOL-UA 44), Special Topics: Computing with Large Data Sets (BIOL-UA 120), Bioinformatics for Biologists (BIOL-GA 1007), Biological Databases and Data Mining (BIOL-GA 1009), Bioinformatics and Genomes (BIOL-GA 1127), Systems Biology (BIOL-GA 1128), Applied Genomics: Introduction to Bioinformatics and Network Modeling (BIOL-GA 1130).

**Minor in environmental biology:** BIOL-UA 11, 12; BIOL-UA 123, or the equivalent; one of the following laboratory courses: Ecological Field Methods (BIOL-UA 16), Urban Ecology (BIOL-UA 18), Ecological Analysis with Geographic Information Systems (BIOL-UA 64), or Environmental and Molecular Analysis of Disease (BIOL-UA 500); two of the following: Biostatistics (BIOL-UA 42), Evolution (BIOL-UA 58), Fundamentals of Ecology (BIOL-UA 63), Biogeochemistry of Global Change (BIOL-UA 66), New York Underground (BIOL-UA 327), Current Topics in Earth System Sciences (BIOL-UA 332), or Urban Ecology (BIOL-UA 390).

**Honors Program**

Candidates for a degree with honors in biology must have an overall GPA of at least 3.65 and a minimum 3.65 GPA in all science and mathematics courses required for the major. It is the student’s responsibility to
Courses That Do Not Count Toward a Major or Minor in Biology

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

Human Reproduction and Development
BIOL-UA 3 Does not count toward the major or minor in biology. May not be taken after BIOL-UA 11, 12. Lecture. Offered in the summer. Lee. 4 points.
Introduction to human reproductive anatomy, physiology and endocrinology, conception, pregnancy and development of the human embryo, childbirth, and principles of human heredity. Related topics are contraception and sexually transmitted diseases.

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

General Information

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

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

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

Graduate Courses

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

**Human Biology**
BIOL-UA 6 Does not count toward the major or minor in biology. May not be taken after BIOL-UA 11, 12. Lecture. Offered in the fall. 4 points.

How to critically evaluate reports about familiar and exotic diseases, promising advertisements for dubious treatments, and contradictory opinions on the ethics and efficacy of new health technologies. Examines how the human body and select diseases operate and how our efforts to control or cure our bodies work (or fail). Also considers how treatments are tested, how news about health is reported, and how human activities influence the incidence and spread of diseases.

**Practical Human Physiology**
BIOL-UA 7 Does not count toward the major or minor in biology. Lecture and laboratory. Offered every semester. T an. 4 points.

Introduces beginning health professional students to how the human body works and the close interrelationship between anatomy and physiological mechanisms. Students are introduced to both clinical and research methodologies and apply this knowledge in a laboratory setting.

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

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

**Core Courses for the Major and Minor in Biology**

**Principles of Biology I, II**
BIOL-UA 11, 12 Corequisite for BIOL-UA 11: General Chemistry I and Laboratory (CHEM-UA 125) or Advanced General Chemistry I and Laboratory (CHEM-UA 127). Prerequisite for BIOL-UA 12: BIOL-UA 11; corequisite for BIOL-UA 12: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128). A grade of C or better is required to count a course toward any major; any student with a grade less than C in a prerequisite course should consult the director of undergraduate studies before enrolling. Potential biology and neural science majors are expected, as freshmen, to take BIOL-UA 11 and 12 with the chemistry corequisites. For other students, completion of either chemistry sequence as a prerequisite to BIOL-UA 11, 12 is strongly advised. AP or any other advanced standing credit in chemistry is not an acceptable prerequisite. Biology majors are not required to register for the 1-credit Principles of Biology Lab (BIOL-UA 123); it is intended for prehealth students not majoring in biology. Offered in the fall (I), spring (II), and summer (I and II). Lecture and recitation. 4 points per term.

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

**Principles of Biology I, II in London**
BIOL-UA 9011, 9012 Identical to BIOL-UA 11, 12, with the same prerequisites/corequisites and requirements. 4 points per term.

**Molecular and Cell Biology I, II**
BIOL-UA 21, 22 Prerequisites for BIOL-UA 21: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012) and General Chemistry I and II and Laboratories or Advanced General Chemistry and Laboratories (CHEM-UA 125, 126 or 127, 128). AP or any other advanced standing credit in chemistry is not an acceptable prerequisite. Prerequisite for BIOL-UA 22: BIOL-UA 21. A grade of C or better is required to count a course toward any major; any student with a grade less than C in a prerequisite course should consult the director of undergraduate studies before enrolling. Lecture and recitation. Offered in the fall and spring. Desplan, Siegal. 4 points per term.

In-depth study of cell biology, with an emphasis on the molecular aspects of cell function. Topics include protein structure and synthesis, gene expression and its regulation, cell replication, and specialized cell structure and function. Provides an introduction to genomics and bioinformatics and examines developmental biology, evolution, and systems biology.
Molecular and Cell Biology II in Tel Aviv
BIOL-UA 9022 Identical to BIOL-UA 22, with the same prerequisites/corequisites and requirements.
4 points.

Upper-Level Courses for the Major and Minor in Biology

Ecological Field Methods
BIOL-UA 16 Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012) and Molecular and Cell Biology I (BIOL-UA 21). Lecture. Offered in the spring. Schneider. 4 points.
Study sites include pine barrens, salt marsh, swamp, maritime forest, coastal beach and dune, urban wildlife refuge, and bog. Exercises in carbon storage, effects of biological invasions on native communities, restoration ecology, and wetland processes, combined with careful attention to the identification of the floral and faunal components of each ecosystem, provide the student with strong practical experience that is coordinated with the syllabus for Introduction to Ecology (BIOL-UA 63). Selected current readings from Science and Nature, as well as relevant methodology papers from the scientific literature.

At the Bench: Urban Ecology
BIOL-UA 18 Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012), Introduction to Ecology (BIOL-UA 63), Biostatistics (BIOL-UA 42) or the equivalent, and permission of the instructor. Offered in the summer. 4 points.
Focuses on the interactions between plants, animals, and the environment in an urban setting. Our laboratory includes the streets, parks, and neighborhoods surrounding NYU, where students can ask questions and explore issues of how we define urban ecosystems, how biodiversity and socioeconomics interact, and how biogeochemical and hydrologic cycles function in an urban ecosystem. Intended for highly motivated students who plan to obtain advanced degrees in the area of environmental science.

Vertebrate Anatomy
BIOL-UA 23 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21) or Foundations of Science 6 (SCIENCE-AD 113). Lecture and laboratory. Offered in the spring. Galifianakis. 4 points.
Study of the evolutionary development of backboned animals, with emphasis on the mammals. Treats the major organ systems of vertebrate groups, with stress on structural-functional interpretations. Laboratory work includes detailed dissection of representative vertebrates. Field trips to the American Museum of Natural History help illustrate some of the topics.

Principles of Animal Physiology
BIOL-UA 25 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21) or Foundations of Science 6 (SCIENCE-AD 113). Lecture and laboratory. Offered in the fall. Galifianakis. 4 points.
Comparative approach to vertebrate and invertebrate physiology. Extensive discussion of the anatomy and physiology of the human cardiovascular system, lung, kidney, and brain. Focus on the physiological integration of organ systems, underlying cellular/molecular mechanisms, and adaptation. Ventilation, organism scale and environment, blood, the cardiovascular system, acid-base regulation, osmoregulation, feeding, digestion and absorption, the nervous system and behavior, muscle, endocrine function, and reproduction are studied. Special topics include human physiology in extreme environments (high-altitude and diving), a detailed analysis of mammalian vision, animal sleep and hibernation, and the comparative physiology of animals that live at deep-sea hydrothermal vents. The laboratory includes traditional physiology experiments, as well as an introduction to bioinformatics.

Developmental Biology
BIOL-UA 26 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21) or Foundations of Science 6 (SCIENCE-AD 113); corequisite: Molecular and Cell Biology II (BIOL-UA 22) or Foundations of Science 6 (SCIENCE-AD 114). Offered in the spring. Birnbaum, Christiaen. 4 points.
Introduction to the principles and experimental strategies of developmental biology. Covers the cellular and molecular basis for pattern in the embryo; the determination of cell fate; cell differentiation; the genes controlling these events, and how they are identified and studied; and the cellular proteins that affect shape, movement, and signaling between cells. Special emphasis on the experimental basis for our knowledge of these subjects from studies in fruit flies, nematodes, frogs, plants, and mice.

At the Bench: Experimental Physiology
BIOL-UA 27 Prerequisites: Molecular and Cell Biology I (BIOL-UA 21) or Foundations of Science 6 (SCIENCE-AD 113), and Principles of Animal
Physiology (BIOL-UA 25). Offered in the spring. 4 points. Covers three themes in experimental physiology: molecular and cellular systems; nervous and endocrine control of systems; and organ and body systems. The basic structure and function for each system is examined in an experimental setting to demonstrate how a particular system contributes to maintaining homeostasis. Through student-designed experiments, the course introduces the technical foundations of experimental design, critical data analysis, and modeling. Professional skills are honed via readings in the current literature, preparing and presenting research talks, and writing formal papers.

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

At the Bench: Laboratory in Genetics
BIOL-UA 31 Prerequisite: Quantitative Methods in Human Genetics (BIOL-UA 45); prerequisite or corequisite: Genetics (BIOL-UA 30). Laboratory. Offered in the fall. 4 points. Approaches genetic principles through a project based laboratory. Students characterize mutants genetically and phenotypically. Analyses of dominance, linkage, recombination, dosage effects, and complementation, followed by genetic approaches made possible by the availability of complete genome sequences (genomics). Special note: Although the class is held at the listed hours (as described on Albert) and attendance at the start of each class session is mandatory, the biological nature of the work may require some laboratory time outside the scheduled laboratory session.

Gene Structure and Expression
BIOL-UA 32 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21) or Foundations of Science 6 (SCIENCE-AD 114). Offered in the spring. Broyde. 4 points. Intermediate examination of the molecular basis of gene action in viruses, prokaryotes, and eukaryotes. Covers topics drawn from the following areas or other current work: structure and organization of the genetic material, replication, repair, transcription, translation, recombination, oncogenesis, and regulation of gene expression.

At the Bench: Principles of Light and Electron Microscopy
BIOL-UA 33 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21) or Foundations of Science 6 (SCIENCE-AD 113). Enrollment limited. Lecture and laboratory. Offered in the fall. Tan. 4 points. Provides background and practical experience in scanning electron, transmission electron, fluorescent, and phase/DIC microscopy. Principles and theory of the various types of microscopes currently in use. A histological overview of various tissues is studied in regard to their cellular structure and function. Also explores optical and computational methods of image processing useful to the biomedical scientist.

At the Bench: Applied Molecular Biology
DNA Techniques
BIOL-UA 36 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Enrollment limited. Lecture and laboratory. Offered in the fall. Tan. 4 points. Cloning a gene. Provides experience in basic molecular biology techniques, including gene amplification by polymerase chain reaction (PCR), DNA isolation and modification, bacterial transformation, preparation of plasmid DNA, and restriction enzyme analyses.

At the Bench: Applied Cell Biology
BIOL-UA 37 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22) or Foundations of Science 6 (SCIENCE-AD 114). Laboratory. Offered in the spring. Tan. 4 points. Introduction to the methodology used to study cell structure and function. The fundamentals of cell biology and the experimental approaches used to examine the cell. Experimental topics cover cellular, subcellular, and macromolecule localization; biochemical analysis of the cell; and cell culture techniques.

Genome Biology
BIOL-UA 38 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21) or Foundations of Science 6 (SCIENCE-AD 114). Offered every year. Gunsalus. 4 points. Thanks largely to the Human Genome Project, the ability to collect vast amounts of genome-scale sequence and functional data (genomics) and to analyze them computationally (bioinformatics).
allows new approaches to unanswered questions and the posing of new questions about the biology of genomes. Familiarity with these fields is crucial for the next generation of scientists and thinkers in areas such as public policy, medicine, health, and the environment. Introduces students to fundamental concepts and current topics in genome science through lectures and current research articles.

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

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

Microbiology and Microbial Genomics
BIOL-UA 44 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered in the fall. Eichenberger. 4 points.

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

Biostatistics and Human Genetics
BIOL-UA 45 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered every year. Gresham. 4 points.

An introduction to the human genome and the statistical methods that are required for its study. Fundamental concepts in human genetics: inheritance of Mendelian disease, population genetics, multifactorial disease, and functional genomics. Introduction to the statistical concepts and tools that are required to study inheritance, genes, and gene function, including probability and conditional probability, hypothesis testing, ANOVA, regression, correlation, likelihood, and principal component analysis. Integrates weekly exercises using the statistical programming language R.

At the Bench: An Introduction to Epidemiology
BIOL-UA 49 Prerequisites: Molecular and Cell Biology I (BIOL-UA 21) and Biostatistics (BIOL-UA 42). Offered every year. 4 points.

Epidemiology studies the frequency, distribution, and determinants of health-related states or events. Introduces important concepts in the discipline and features hands-on experience analyzing health-related data sets. Data analysis utilizes both R, a statistical software package, and ArcGIS, a geographic information system software. Proficiency with these programs is achieved during lab exercises. Focuses on developing skills in research methods, scientific writing, and presentation of results. Students are expected to complete three case studies during the semester, each with a paper and a presentation.

Immunology
BIOL-UA 50 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered in the fall. Reiss. 4 points.

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

Evolution
BIOL-UA 58 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered in the fall. Fitch. 4 points.

Introduction to a broad range of topics in modern evolutionary thought and practice, including ecological context of evolutionary change, interpretation of the fossil record, patterns of extinctions, speciations and biogeographic distributions, genetic variation and population structure, natural selection and adaptations, reconstruction of evolutionary history and phylogeny, molecular evolution, evolutionary novelties and the evolution of developmental systems, and human evolution and social issues.

Fundamentals of Ecology
BIOL-UA 63 Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012). Offered in the spring. Schneider. 4 points.

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

Ecological Analysis with Geographic Information Systems
BIOL-UA 64 Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012). Offered in the spring. 4 points.

Geographic information systems (GIS) are computerized systems for the capture, storage, management, analysis, and display of geographically referenced data and their attributes. Emphasizes mastery of the basic principles and applications of GIS, including coordinate systems, data transformations, spatial analysis, and accuracy assessment. Laboratory exercises analyze ecological data and examples and provide extensive hands-on experience with ArcGIS, a professional GIS software package.

Biogeochemistry of Global Change
BIOL-UA 66 Identical to ENVST-UA 370. Prerequisite: Principles of Biology II (BIOL-UA 12) or Environmental Systems Science (ENVST-UA 100). Offered in the spring. 4 points.

Biogeochemistry is the study of biological controls on the chemistry of the environment and geochemical regulation of ecological structure and function. Utilizes the scientific literature from peer-reviewed journals to explore specific case studies (e.g., acid precipitation, nitrogen deposition, eutrophication of the oceans, etc.).

At the Bench: Investigative Approaches to Microbiology
BIOL-UA 70 Prerequisites: Molecular and Cell Biology I (BIOL-UA 21), Microbiology and Microbial Genomics (BIOL-UA 44), or Immunology (BIOL-UA 50). Offered every spring. 4 points.

For students majoring in biology and those seeking to fulfill requirements for entrance into advanced degree programs. Students culture bacteria from soil and fermented food products. Bacteria are isolated from these sources and identified using a variety of microbiological techniques. These include staining and using the microscope; culturing bacterial isolates under different growth conditions; subjecting the bacterial isolates to a range of biochemical differential tests; and DNA sequence analysis of a gene from the isolates. Data obtained from microbiological techniques and comparison of DNA sequences with computer databases are used to identify the unknown bacterial isolates. Also treats such applied microbiology as microbial analysis of water and antimicrobial sensitivity testing.

Health and Disease in Human Evolution
BIOL-UA 72 Identical to ANTH-UA 55. Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered in the fall. 4 points.

See description under anthropology.

Comparative Biology of the Living Primates
BIOL-UA 74 Identical to ANTH-UA 56. Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered in the spring. 4 points.

See description under anthropology.

Emerging Diseases
BIOL-UA 76 Identical to ANTH-UA 80. Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered in the fall. 4 points.

See description under anthropology.

Human Ecology
BIOL-UA 78 Identical to ANTH-UA 90. Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). 4 points.

See description under anthropology.

Introduction to Neural Science
BIOL-UA 100 Identical to NEURL-UA 100. Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). May not be used for the major or minor in biology if BIOL-GA 1110 or BIOL-GA 1111 is taken. Offered in the fall. 4 points.

See description under neural science.

Bioinformatics in Medicine and Biology
BIOL-UA 103 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered every fall. 4 points.

Due to recent advancements in High Throughput Genomics technology, we can study the function of many genes and can compare genes in normal vs. diseased cells so as to better understand the molecular mechanisms of different diseases. Students learn how to program in R (a powerful statistical programming language), use statistical methods to analyze real biomedical data, and learn how to interpret the results.

The Biological Brain
BIOL-UA 115 Offered every summer. 4 points.

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

**Special Topics: Computing with Large Data Sets**
BIOL-UA 120 Identical to CSCI-UA 480.
Prerequisites: Molecular and Cell Biology I (BIOL-UA 21) and Calculus I (MATH-UA 121). Bonneau. 4 points.
See description under computer science

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

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

**At the Bench: Biological Chemistry—Genomes to Molecular Machines**
BIOL-UA 130 Prerequisites: Molecular and Cell Biology I (BIOL-UA 21) and Organic Chemistry I, II and Laboratories (CHEM-UA 225, 226). Offered every fall. 4 points.

Using biochemical and genetic approaches with the yeast Saccharomyces cerevisiae, students characterize a large multisubunit protein complex that modifies chromatin and is involved in gene regulation. Affinity chromatography is used to produce purified preparations of wild-type and mutant protein complexes. The purified protein complexes are compared using a wide variety of biochemical techniques, including silver-stained SDS-PAGE, western blot, colorimetric enzymatic assay, and protein interaction assays. Yeast expressing the same mutants is used in genetic experiments to evaluate the importance of the protein complex in cell growth and gene regulation in the cell.

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

**Cellular and Molecular Neuroscience**
BIOL-UA 201 Identical to NEURL-UA 210.
Prerequisites: Molecular and Cell Biology I (BIOL-UA 21), Introduction to Neural Science (BIOL-UA 100), and Organic Chemistry I and Laboratory (CHEM-UA 225). Corequisite: General Physics I (PHYS-UA 11). Offered in the fall. Aoki, Reyes. 4 points.
See description under neural science.

**Behavioral and Integrative Neuroscience**
BIOL-UA 202 Identical to NEURL-UA 220, PSYCH-UA 52.
Prerequisites: Molecular and Cell Biology I (BIOL-UA 21), Introduction to Neural Science (BIOL-UA 100), and Introduction to Psychology (PSYCH-UA 1). Offered in the spring. Rubin. 4 points.
See description under neural science.

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

**Mathematics in Medicine and Biology**

BIOL-UA 255 Identical to MATH-UA 255. 
Prerequisites: Molecular and Cell Biology I (BIOL-UA 21) and one semester of calculus. Peskin, Tranchina. 4 points.

Discussion of topics of medical importance using mathematics as a tool: control of the heart, optimal principles in the lung, cell membranes, electrophysiology, countercurrent exchange in the kidney, acid-base balance, muscle, cardiac catheterization, and computer diagnosis. Material from the physical sciences is introduced and developed.

**Computers in Medicine and Biology**

BIOL-UA 256 Identical to MATH-UA 256. 
Prerequisite: Mathematics in Medicine and Biology (BIOL-UA 255). Recommended: familiarity with a programming language. 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.

**Neurobiology: Genes, Neurons, and Behavior**

BIOL-UA 310 Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012) and Molecular and Cell Biology I (BIOL-UA 21). Offered every other summer. 4 points.

Genetics is now widely used to understand the nervous system. Begins with an introduction to neuronal function and communication and then turns to a study of how neurons function in sensory perception (e.g., olfaction) and behavior (e.g., circadian rhythms). Highlights the role of genetics in identifying key genes and in manipulating specific neurons to understand their function by introducing classic papers from the primary literature. Students also learn how to design novel experiments that build on these papers. Concludes with examples of human nervous system pathologies with their genetic bases.

**New York Underground**

BIOL-UA 327 Identical to ENVST-UA 327. 
Prerequisite: Principles of Biology II (BIOL-UA 12) or Environmental System Science (ENVST-UA 100). Offered in the spring. Schneider-Paolantonio. 4 points.

Investigates the life and resources underneath New York, with a focus on energy, transportation, and water (potable and waste). Concludes with the biotic components of New York's fascinating dendritic underground environment. Features hands-on data collection and field trips.

**Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution**

BIOL-UA 332 Identical to ENVST-UA 332. 
Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012). Offered in the spring. Rampino. 4 points.

See description under environmental studies.

**Urban Ecology**

BIOL-UA 390 Identical to ENVST-UA 390. 
Prerequisite: Fundamentals of Ecology (BIOL-UA 63/ENVST-UA 325). Offered in the fall. Schneider-Paolantonio. 4 points.

Cities are unique from other systems in terms of hydrology, temperature, noise, air quality, and many other abiotic factors. Investigates the consequences of urban constructs on ecological systems. Topics: nutrient cycling, organismal behavior and phenology, disease, drivers and patterns of biodiversity in urban systems, green spaces, urban planning, and the future of these expanding manmade landscapes.

**Environmental and Molecular Analysis of Disease**

BIOL-UA 500 Prerequisite: Fundamentals of Ecology (BIOL-UA 63) or Molecular and Cell Biology I (BIOL-UA 21). Offered in the fall. Nikolai/Killilea. 4 points.

The environmental determinants of disease vectors and the molecular techniques used to measure prevalence of a pathogen in these vectors. Students conduct a semester-long research project on Lyme disease, the most prevalent vector-borne disease in the United States, to determine the prevalence of Borrelia burgdorferi (the Lyme disease causative agent) in tick populations from local forests. Combines field collection, lab work, and epidemiological models.

**Evolutionary Zoology**

BIOL-UA 700 Prerequisite: Molecular and Cell Biology II (BIOL-UA 22) or Fundamentals of Ecology (BIOL-UA 63) or Introduction to Neural Science (BIOL-UA 100). Lecture. Rockman. 4 points.
An introduction to the diversity of animal form and function in the context of phylogeny and evolution, with a focus on the invertebrates, the majority of animals. Attention devoted alternately to individual branches of the tree of animals and to common themes in the ways animals have evolved to fit and shape their environments. Topics: morphology, physiology, reproduction, development, and ecology; genomic and molecular characteristics of each branch of animal life; and intersections of animals with human interests, including economic zoology, ecosystem services, and medicine.

**Signaling in Biological Systems**

BIOL-UA 970 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered in the spring. Blau. 4 points.

Introduces students to reading and analyzing papers on signaling from the primary literature. These papers cover a wide range of different biological model systems. Considers scientific ethics, writing fellowship proposals and papers, giving presentations, and lab safety. Equips students with the skills needed for independent research.

**Special Courses (Including Honors)**

**Fall Special Topics Courses:**

**Standard Biology Track**

BIOL-UA 910, 912, 914 Prerequisites vary by topic. Lectures. 4 points.

Special topics may vary from semester to semester, and can be broad in scope or focused on some aspect of biology. A detailed course description is available when topics are announced. These courses satisfy upper-level elective requirements for students on the standard biology track as follows: 910, advanced biology; 912, reasoning; 914, quantitative.

**Spring Special Topics Courses:**

**Standard Biology Track**

BIOL-UA 920, 922, 924 Prerequisites vary by topic. Lectures. 4 points.

Special topics may vary from semester to semester, and can be broad in scope or focused on some aspect of biology. A detailed course description is available when topics are announced. These courses satisfy upper-level elective requirements for students on the ecology track as follows: 930, advanced biology; 932, reasoning; 934, quantitative.

**Internship in Biology**

BIOL-UA 980, 981 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22) and at least two additional upper-level courses in biology, with a minimum GPA of 3.2 overall and in all science and mathematics courses required for the major, and permission of a sponsor and the director of undergraduate studies. Intended only for biology majors. The details of individual internships are established by the director of undergraduate studies. Offered in the fall and spring. 2 or 4 points.

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

**Becoming a Scientist**

BIOL-UA 995 Open exclusively to senior biology majors who are pursuing honors and engaging in independent laboratory research. Non-honors students will require permission of the director of undergraduate studies. Offered every fall. 2 points.
Succeeding in a scientific career requires intelligence and expertise in the laboratory, but also skills in scientific writing, oral communication, and ethics. Undergraduate biology majors conducting independent laboratory-based research projects read scientific papers and communicate scientific results in both oral and written reports. Topics: inspiring science and scientists, choosing a good scientific problem, defining your scientific strategy (grant writing), giving scientific presentations, scientific ethics, and career paths.

**Independent Study**

BIOL-UA 997, 998 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22) and a minimum GPA of 3.2 overall and in all science and mathematics courses required for the major, permission of a faculty member in the Department of Biology who will act as a sponsor, and approval of the director of undergraduate studies. Offered in the fall and spring. 2 or 4 points.

Field or laboratory research with a faculty sponsor in the Department of Biology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for independent study in some field of biology. The student must approach a faculty member in his or her field of interest to obtain sponsorship and agreement to provide counsel and any necessary space and facilities for the research project. Requires a written report on the research.

**Undergraduate Research Thesis**

BIOL-UA 999 Prerequisites: Independent Study (BIOL-UA 997 or 998) or Internship in Biology (BIOL-UA 980 or 981); a minimum GPA of 3.65 overall; a minimum GPA of 3.65 in all science and mathematics courses required for the major; and permission of a sponsor and the director of undergraduate studies. Open to biology majors. May not be used for biology major requirements. Offered in the fall and spring. 2 points.

For biology majors who have completed at least one semester of laboratory research (BIOL-UA 997 or 998, or BIOL-UA 980 or 981) and are able to expand this work into a thesis. Requires a full literature search of the subject and a formal written report on the research in publication form.

**Graduate Courses Open to Qualified Undergraduates**

Prerequisites for all graduate courses: completion of Molecular and Cell Biology I, II (BIOL-UA 21, 22) and permission of both the course instructor and the director of undergraduate studies. Any additional prerequisites are noted below.

**Environmental Health**

BIOL-GA 1004 Identical to EHSC-GA 1004. May not be taken after BIOL-GA 2305 (EHSC-GA 2305). Lippman. 4 points.

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

**Ecotoxicology**

BIOL-GA 1005 Identical to EHSC-GA 1005.

Prerequisites: Molecular and Cell Biology I (BIOL-UA 21) and Fundamentals of Ecology (BIOL-UA 63), or Fundamentals of Ecology (BIOL-UA 63) and one upper-level biology elective. 4 points.

Ecosystems throughout the country are polluted with a variety of toxic chemicals. Uses the Hudson River as a model to investigate the sources, transport, transformation, toxicities, management strategies, and remediation of polluted ecosystems.

**Toxicology**

BIOL-GA 1006 Identical to EHSC-GA 1006.


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

**Bioinformatics for Biologists**

BIOL-GA 1007 Prerequisites: Introduction to Genomics and Bioinformatics (BIOL-UA 38) and
permission of the instructor. Lecture. Gunsalus. 4 points.

Provides introductory theory and hands-on training in bioinformatics for graduate students or advanced undergraduates in biology who have no prior computational experience. Students learn basic computer programming as applied to bioinformatics, as well as foundational concepts and practical tools that provide a starting point for further advanced study in bioinformatics and computational biology.

**Biological Databases and Data Mining**

BIOL-GA 1009 Pre requisite: Molecular and Cell Biology II (BIOL-UA 22). Katari. 4 points.

Students create their own biological database using MySQL and SQLite and mine biological data using machine-learning methods such as clustering, decision trees, and multiple regressions. Applications to experimental data in order to classify and predict gene function and regulation.

**Advanced Immunology**

BIOL-GA 1011 Pre requisite: Immunology (BIOL-UA 50) or Microbiology and Microbial Genomics (BIOL-UA 44). Lecture. Reis. 4 points.

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

**Advanced Topics in Cellular and Molecular Immunology**

BIOL-GA 1020 Pre requisite: Immunology (BIOL-UA 50) or Advanced Immunology (BIOL-GA 1011) or permission of the instructor. Reis. 4 points.

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

**Cornerstones of the Central Dogma**

BIOL-GA 1022 Pre requisite: Molecular and Cell Biology II (BIOL-UA 22). Lecture. Duncan. 4 points.

Critical evaluations of classic papers that made a lasting impact on molecular biology. Focus on the methodological innovations and scientific rigor that underlie these seminal works. Considers a range of research topics and emphasizes fundamental biological questions, experimental design, and the interpretation of data.

**Hot Topics in Infectious Diseases**

BIOL-GA 1023 Pre requisite: Microbiology and Microbial Genomics (BIOL-UA 44) or Immunology (BIOL-UA 50). Lecture. Reis. 4 points.

A detailed survey of some of the most important human microbial pathogens. Investigates these agents in detail and includes the most cutting-edge basic research findings, as well as epidemiology, treatment, and prevention of infections. Requires an oral presentation.

**Special Topics in Physiology and Disease**


Designed for students with a background in mammalian physiology. Topics include reproductive biology, regulation of ion and water excretion, maintenance and control of cardiovascular function, and respiratory physiology.

**Protein Biochemistry**

BIOL-GA 1045 Pre requisite: Molecular and Cell Biology II (BIOL-UA 22). Hochwagen. 4 points.

Ongoing advances in protein biochemistry are one of the central driving forces supporting the current revolution in cell biology and molecular medicine. Covers the fundamental concepts underlying protein structure and dynamics, as well as the astounding ability of proteins and enzymes to support and catalyze essentially all processes in living organisms. Investigates the kinetic and biophysical properties of protein function, state-of-the-art experimental approaches, and the relevance of proteins and enzymes in health and disease.

**Cell Biology**

BIOL-GA 1051 Pre requisites or corequisites: Organic Chemistry I, II and Laboratories (CHEM-UA 225, 226) and written permission of the instructor. 4 points.

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

**Principles of Evolution**

BIOL-GA 1069 Pre requisites: Evolution (BIOL-UA 58) and either Genetics (BIOL-UA 30) or permission of the instructor. Fitch. 4 points.

Patterns of evolution and adaptation as seen in the paleontological record; speciation, extinction, and the geographic distribution of populations; the basics of population genetics and molecular evolution. Elements of numerical taxonomy and recent developments in phylogenetic systematics.
Molecular Controls of Organismal Form and Function
BIOL-GA 1072 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22) and General Chemistry I, II and Laboratories (CHEM-UA 125, 126), or permission of the instructor. Coruzzi, Desplan. 4 points.
Covers metabolism, signaling, and development, highlighting use of molecular and genetic studies in model plant and animal systems.

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

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

Neuronal Plasticity
BIOL-GA 1101 Prerequisite: Molecular and Cell Biology I, II (BIOL-UA 21, 22) or Introduction to Neural Science (BIOL-UA 100). Azmitia. 4 points.
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. Stresses interactions between neurons, astroglial cells, and other nonneuronal cells.

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

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

Evolutionary Genetics and Genomics
BIOL-GA 1129 Prerequisites: Genetics (BIOL-UA 30), Principles of Evolution (BIOL-GA 1069), and permission of the instructor. Borowsky, Purugganan. 4 points.
Explores the genetic and genomic mechanisms underlying evolutionary change. Emphases are on complex trait evolution and its quantitative analysis, and the impact of modern mapping and genomic techniques on evolutionary biology. Topics include the genetics of adaptation and character regression; the evolution of complex characters and traits such as organ systems, the senses, and patterns of behavior.

Applied Genomics: Introduction to Bioinformatics and Network Modeling
BIOL-GA 1130 Birnbaum, Gresham. 4 points.
Fundamental methods of analyzing large data sets from genomics experiments, including hands-on computational training. Analysis focuses on data from genome-wide studies of gene expression using microarrays and from genome-wide studies of molecular interactions. Methods covered include clustering, multiple-hypothesis testing, and network inference.

Biophysical Modeling of Cells and Populations
BIOL-GA 1131 Russell. 4 points.
Develops the biophysical approach to modeling biological systems, applied to classic problems of molecular biology, as well as to systems of recent interest. Progresses from models of cooperativity in binding and of promoter recognition and activation, proceeds through models of simple and complex networks, and works toward a population-level description of various systems.
A broad liberal arts education, which includes a general education component (the College Core Curriculum) and a major in a liberal arts discipline or interdisciplinary field, provides a solid foundation for many careers in business. The skills and perspectives of the liberal arts are practical as well as personally enriching. Liberal arts students can enhance their preparedness for business by also completing a small number of relevant courses. In consultation with the Undergraduate College of the Leonard N. Stern School of Business, the College of Arts and Science has identified a set of such courses, some offered by CAS and some offered by Stern. By completing the business studies minor, students acquire the core knowledge and quantitative skills that are invaluable assets for success in the business professions.

The minor in business studies is administered by the College of Arts and Science and is available to all students in the University. Students considering the minor should consult with the business studies adviser in the College Preprofessional Advising Office in the Silver Center, 100 Washington Square East, Room 901; 212-998-8160; cas.business@nyu.edu.

**Two Tracks of the Business Studies Minor**

Students who matriculate in NYU in and after fall 2016 must choose one of two tracks in this minor:

- **Track A** is for students in any division of NYU who are not pursuing or planning any major or minor in the CAS Department of Economics.
- **Track B** is for students in any division of NYU who are pursuing or planning any economics major or minor in CAS.

Students cannot choose freely between the two tracks; they must select their track in the minor based on whether or not they are pursuing or intending to pursue any major or minor in the CAS Department of Economics.

**Track A: For Students Not Majoring or Minoring in CAS Economics**

Track A of the business studies minor consists of six to seven courses (four to five courses in economics and mathematics in CAS, plus two in business through Stern). Students may use AP or equivalent international credit to satisfy two out of these three requirements: macroeconomics, microeconomics, and calculus. When students have advanced standing credit in all three areas, they must register for one of these three subjects at NYU (ECON-UA 1 or 2, with loss of the equivalent advanced standing credit; or one of the math courses listed below, with loss of equivalent advanced standing credit if MATH-UA 121 is taken). AP or other credit can never be used for statistics, regression and forecasting, or any Stern courses.

Courses are 4 points unless noted otherwise. (Please consult departmental websites and sections in this Bulletin for course prerequisites, which are enforced).

At least four 4-point courses must be unique to this minor and not overlap with any other major or minor; therefore, no more than two of the required 4-point courses for the business studies minor can also be used to satisfy requirements for a major or another minor. Students who go over this two-course overlap must take one or more additional 4-point courses in Stern.

Track A students may choose to take three or four Stern courses in total (beyond the minimum minor requirement of two Stern courses), but CAS students must ensure they can accommodate the extra Stern courses within the College’s 16-point limit on non-CAS courses. Otherwise, they must file a petition to raise their limit through CAS Academic Standards (Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions). Note that CAS students cannot pursue two cross-school minors, as this would greatly exceed the 16-point limit.
MINOR IN BUSINESS STUDIES

- Introduction to Macroeconomics (ECON-UA 1), or AP/equivalent international advanced standing
- Introduction to Microeconomics (ECON-UA 2), or AP/equivalent international advanced standing
- One course in calculus chosen from:
  - Mathematics for Economics I (MATH-UA 211)
  - Calculus I (MATH-UA 121)
  - AP (or equivalent international advanced standing) credit in calculus
  - Calculus II (NYU Tandon School of Engineering, MA 1124)
- One course in statistics chosen from (AP or equivalent international credit is not accepted; please note there is no POL-UA statistics course accepted toward this minor):
  - Statistics (ECON-UA 18; prerequisite: MATH-UA 121 or MATH-UA 211)
  - Analytical Statistics (ECON-UA 20; prerequisite: MATH-UA 122 or MATH-UA 212)
  - Statistics for the Behavioral Sciences (PSYCH-UA 10). Only for students majoring in psychology.
  - Statistics for Social Research (SOC-UA 302). Only for students majoring in sociology.
  - Statistics for Business Control (STAT-UB 1).
  - Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103; 6 points).
- Regression and forecasting requirement:
  - Students who take Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103; prerequisite: MATH-UA 121 or 211; 6 points) satisfy both the statistics and the regression requirement with this one course.
  - All other students must take Regression and Forecasting Models (STAT-UB 3; prerequisite: ECON-UA 18 or 20 or STAT-UB 1, or MATH-UA 234, PSYCH-UA 10, or SOC-UA 302; 2 points)
- Principles of Financial Accounting (ACCT-UB 1) is required of all minors.
- One of the following Stern core courses:
  - Management and Organizations (MGMT-UB 1) or
  - Introduction to Marketing (MKTG-UB 1) or
  - Information Technology in Business and Society (INFO-UB 1) or
  - Operations Management (OPMG-UB 1). Prerequisites: (1) completion of the statistics requirement, chosen only from Statistics (ECON-UA 18) or Analytical Statistics (ECON-UA 20) or Statistics for Business Control (STAT-UB 1) or Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103), and (2) completion of the regression and forecasting requirement, chosen only from Introduction to Econometrics (ECON-UA 266) or Regression and Forecasting Models (STAT-UB 3) or Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103).

Notes on Track A (Non-Economics Track)

Notes on the economics requirement: Students on Track A are advised not to use AP or other advanced standing credit in macroeconomics and/or microeconomics as prerequisites for the second-year economics major courses Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12). These courses are calculus-based and strictly sequential, and carry firm prerequisites of Mathematics for Economics I, II (MATH-UA 211, 212; AP or other advanced standing credit in calculus is not acceptable). Only students who transition from LS may satisfy this requirement with Economics I (ECI-UF 1001, 4 points) and Economics II (ECI-UF 1002, 4 points).

Notes on the statistics requirement: The substitute courses MATH-UA 234, PSYCH-UA 10, and SOC-UA 302 are acceptable prerequisites for Regression and Forecasting Models (STAT-UB 3; 2 points), but are not acceptable prerequisites for the optional minor courses Foundations of Finance (FINC-UB 2) and Operations Management (OPMG-UB 1). There is no POL-UA course in statistics that can be accepted for the business studies minor.

Note on overlap courses: If more than two of the required 4-point courses (or advanced standing credit
substitutions) for Track A of the business studies minor are also used to satisfy requirements for a major or another minor, then students must take one or more additional courses in Stern, over and above the minimum requirement of two courses in Stern (this minor must always consist of at least four unique, non-overlapping, 4-point courses). See section “Stern Courses,” below.

**Track B: For Students Majoring or Minoring in CAS Economics**

Track B of the business studies minor always consists of four 4-point business courses (16 points) in Stern. No CAS courses can count toward this track of the minor. No more than two of the required 4-point courses for the business studies minor can also be used to satisfy requirements for a major or another minor. Students who go over this two-course overlap must take one or more additional 4-point courses in Stern. As this will put CAS students over the College’s 16-point limit on non-CAS courses, they must file a petition in CAS Academic Standards to raise their limit above 16 to accommodate the extra coursework (Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions). Note that CAS students cannot pursue two cross-school minors, as this would greatly exceed the 16-point limit.

Track B of the business studies minor requires the following four 4-point Stern courses:

- Principles of Financial Accounting (ACCT-UB 1) is required of all minors.
- One of the following Stern core courses:
  - Management and Organizations (MGMT-UB 1) or
  - Introduction to Marketing (MKTG-UB 1) or
  - Information Technology in Business and Society (INFO-UB 1) or
  - Operations Management (OPMG-UB 1). Prerequisites: (1) a course in statistics, chosen only from Statistics (ECON-UA 18) or Analytical Statistics (ECON-UA 20) or Statistics for Business Control (STAT-UB 1) or Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103); and (2) a course in regression and forecasting, chosen only from Introduction to Econometrics (ECON-UA 266) or Regression and Forecasting Models (STAT-UB 3) or Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103).
- Two more 4-point courses in Stern, to be chosen from the core courses above and/or from:
  - Foundations of Finance (FINC-UB 2). Prerequisites: (1) Introduction to Microeconomics (ECON-UA 2); (2) a course in statistics, chosen only from Statistics (ECON-UA 18) or Analytical Statistics (ECON-UA 20) or Statistics for Business Control (STAT-UB 1) or Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103); and (3) completion of a course in regression and forecasting, chosen only from Introduction to Econometrics (ECON-UA 266) or Regression and Forecasting Models (STAT-UB 3) or Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103). Corequisite: Principles of Financial Accounting (ACCT-UB 1).

**Note on Track B (Economics Track)**

**Note on regression and forecasting:** Economics majors who wish to take Foundations of Finance (FINC-UB 2) and/or Operations Management (OPMG-UB 1) for their track of the business studies minor should note that these two courses have as their prerequisite a course in regression and forecasting. Therefore, they may only be taken after Introduction to Econometrics (ECON-UA 266). Economics majors may, if they wish, take the 2-point regression course STAT-UB 3. This course is not required for the economics major, but it allows economics students to take FINC-UB 2 and/or OPMG-UB 1 earlier in their undergraduate careers.

**Grading and Credit Policies Applying to Both Tracks of the Minor**

A minimum grade of C is required for all courses intended to count toward the minor, and the minimum overall GPA required in the minor is 2.0. No credit toward the minor can be granted for internships.
No Stern courses can count toward the 64 credits that internal or external transfer students to CAS are required to complete in CAS (-UA) courses.

Courses from the NYU Tandon School of Engineering are not acceptable, except for Calculus II (MA 1124, 4 points).

**Transfer Student Policies Applying to Both Tracks of the Minor**

All transfer credit must be evaluated by the Preprofessional Advising Center (Silver Center, Room 901; 212-998-8160) in order to determine its applicability toward the minor; submit course syllabi to cas.business@nyu.edu.

Transfer students on Track A cannot transfer in more than half of the required courses in economics and mathematics (i.e., two) and half of the Stern courses in business (i.e., one) to count toward the minor; for transfer students, AP and other advanced standing credit is treated as transfer credit.

Transfer students on Track B cannot transfer in more than half of the Stern courses in business (i.e., two) to count toward the minor; AP and other advanced standing credit is not acceptable for Stern requirements.

**Stern Courses in Business**

**Principles of Financial Accounting**
ACCT-UB 1  No prerequisites. 4 points.

**Managerial Accounting**

**Foundations of Finance**
FINC-UB 2  Prerequisites: (1) Introduction to Microeconomics (ECON-UA 2); (2) a course in statistics, chosen only from Statistics (ECON-UA 18) or Analytical Statistics (ECON-UA 20) or Statistics for Business Control (STAT-UB 1) or Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103); and (3) completion of a course in regression and forecasting, chosen only from Introduction to Econometrics (ECON-UA 266) or Regression and Forecasting Models (STAT-UB 3) or Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103). Corequisite: Principles of Financial Accounting (ACCT-UB 1). 4 points.

**Information Technology in Business and Society**
INFO-UB 1  Not open to freshmen. 4 points.

**Management and Organizations**
MGMT-UB 1  Not open to freshmen. 4 points.

**Introduction to Marketing**
MKTG-UB 1  Not open to freshmen. 4 points.

**Operations Management**
OPMG-UB 1  Prerequisites: (1) a course in statistics, chosen only from Statistics (ECON-UA 18) or Analytical Statistics (ECON-UA 20) or Statistics for Business Control (STAT-UB 1) or Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103); and (2) a course in regression and forecasting, chosen only from Introduction to Econometrics (ECON-UA 266) or Regression and Forecasting Models (STAT-UB 3) or Statistics for Business Control and Regression and Forecasting Models (STAT-UB 103). 4 points.
Departmental Objectives

Chemistry, known as the central natural science, bridges physics and biology. The atomic and molecular structure and properties of matter are fundamental to the investigation of the physical world and to the understanding of living systems. Modern chemistry spans chemical physics, materials science, and molecular biology, merging the traditional divisions of analytical, organic, inorganic, and physical chemistry. Recently, the department has focused its growth on physical, biophysical, and bioorganic chemistry, exploiting interdisciplinary areas of theory, nanoscience and materials sciences. Qualified undergraduates are strongly encouraged to participate in research as early as their sophomore year of study. The department houses state-of-the-art laboratory facilities for its undergraduate chemistry courses.

Majoring in chemistry at NYU provides strong preparation for graduate study in chemistry and biochemistry; professional education in medicine, dentistry, or patent law; and careers in industrial or pharmaceutical chemistry and biotechnology.
The department offers majors in chemistry, biochemistry, and global public health/science with a concentration in chemistry. Students have the opportunity to earn either a B.A. or B.S. in the chemistry major. A selection of elective advanced courses, undergraduate and graduate, can be combined (in consultation with the director of undergraduate studies) to provide a broad, varied program of study in chemistry or an undergraduate specialization in organic, biochemical, physical, or theoretical chemistry. The department also offers a number of courses for non-science students and service courses for students in the other schools of NYU. The programs of study in chemistry and biochemistry prepare students for graduate study leading to careers in research, development, and teaching and/or for further study in areas such as medicine, dentistry, basic medical sciences, and allied health fields (including forensic science). In addition, the chemistry and biochemistry majors both prepare students for alternative careers, especially when paired with a minor in economics or business studies: for example, patent law, technology investment, or management in the chemical industry.

The department offers advanced versions of the general and organic chemistry courses that are required for several science majors and for the pre-health curriculum (leading to professional and graduate study in medicine, dentistry, and basic medical sciences). Students need permission from the department to register for these advanced courses. Permission for the first-year Advanced General Chemistry sequence is based on several factors, including performance in Advanced Placement (or equivalent) chemistry, physics, and calculus.

**Majors in Chemistry and Biochemistry: General Information**

Students considering a major in chemistry or biochemistry are strongly urged to seek course advisement from the director of undergraduate studies or program administrators 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 all other required courses is necessary for the fulfillment of the chemistry or biochemistry major in the department. Students who do not have an average of 2.0 in departmentally required courses by the time they have completed 64 points in all courses will be asked to change their major.

The Department of Chemistry strictly enforces all prerequisites and de-enrolls students from courses for which they do meet the prerequisites. Prerequisite courses must be completed with a grade of C (not C minus) or better.

AP, IB, and A Level credit by examination in chemistry is not accepted toward any departmental majors or minors.

**Core Courses for the Majors in Chemistry and Biochemistry**

The majors in chemistry and biochemistry build on a core of required courses in chemistry, physics, and mathematics. (Note that biology is not required for any major or minor offered by the Department of Chemistry, only by the prehealth program.)

The six required core courses (28 points) in this department are:

- General Chemistry I and Laboratory (CHEM-UA 125)
- General Chemistry II and Laboratory (CHEM-UA 126)
- Organic Chemistry I and Laboratory (CHEM-UA 225)
- Organic Chemistry II and Laboratory (CHEM-UA 226)
- Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651)
- Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652)

The advanced and/or majors versions of the general and organic sequences—CHEM-UA 127, CHEM-UA 128, CHEM-UA 227, and CHEM-UA 228 (see course descriptions)—substitute for CHEM-UA 125, CHEM-UA 126, CHEM-UA 225, and CHEM-UA 226, respectively.

In addition to these chemistry courses, the chemistry and biochemistry majors require four courses (18 points) in mathematics and physics:

- Calculus I (MATH-UA 121), or Advanced Placement (or equivalent international exam) credit.
DEPARTMENT OF CHEMISTRY

- Calculus II (MATH-UA 122). Advanced Placement credit for MATH-UA 122 (a score of 5 on BC Calculus) is not accepted for this major requirement. Students with this AP credit must either (1) take Calculus II at NYU and forfeit 4 of the 8 AP credits, or (2) register for Calculus III (MATH-UA 123) or Linear Algebra (MATH-UA 140) or Mathematics of Chemistry (CHEM-UA 140) using the BC credits as a prerequisite.
- General Physics I (PHYS-UA 11). Credit for AP Physics C: Mechanics is accepted, but only for students who are not prehealth. No other AP or equivalent international credit is accepted.**
- General Physics II (PHYS-UA 12). Credit for AP Physics C: Electricity and Magnetism is accepted, but only for students who are not prehealth. No other AP or equivalent international credit is accepted.**

**Because of medical, dental, etc. school admissions requirements, students on the pre-health track cannot use AP Physics C credit to place out of either or both semesters of General Physics.

Mathematics of Chemistry (CHEM-UA 140) is strongly recommended as preparation for both Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651) and Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652), as well as for students interested in pursuing chemistry at the graduate level or who have an interest in theoretical chemistry. Students may choose instead to take Calculus III (MATH-UA 123) and/or Linear Algebra (MATH-UA 140).

Freshmen who intend to pursue a major in chemistry or biochemistry and are strong in mathematics and the physical sciences are encouraged to take General Physics I and II as their second science sequence (concurrent with general chemistry) in the first year. This allows the physical chemistry courses to be taken as early as sophomore year if the mathematics prerequisites are completed, but should be balanced against the desire or need to take biology with chemistry in the freshman year and defer physics.

The core, described above, provides a basic background in chemistry. It is strongly advised 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.

Students interested in careers in medicine, dentistry, or basic medical sciences may wish to consider the major in biochemistry. Coursework in biology is required for admission to schools of the health professions. The appropriate preprofessional adviser should be consulted for details.

**Major in Chemistry, B.A.**

The minimum major requirements, in addition to the core courses cited above, are completion of the Physical Chemistry Laboratory course (CHEM-UA 661), Inorganic Chemistry (CHEM-UA 711), and two advanced chemistry elective courses for the B.A. degree. Advanced Independent Study and Research (CHEM-UA 997, 998) and Senior Honors in Chemistry (CHEM-UA 995, 996) do not count as advanced electives for the major.

**Major in Biochemistry, B.A.**

The minimum requirements, in addition to the core courses cited above, are Biochemistry I and II (CHEM-UA 881, 882), Experimental Biochemistry and Laboratory (CHEM-UA 885), Advanced Biochemistry (CHEM-UA 890), and one advanced chemistry elective. Advanced Independent Study and Research (CHEM-UA 997, 998) and Senior Honors in Chemistry (CHEM-UA 995, 996) do not count as advanced electives for the major.

Students in this major are reminded that these courses must be taken in the proper order. Careful course planning is required to ensure that this can be done within a normal four-year program.

Biochemistry majors are strongly encouraged to take Cellular and Molecular Biology I and II (BIOL-UA 21, 22). This is especially important for those students wishing to enter graduate programs in biochemistry.

**Major in Chemistry, B.S.**

Students who complete the required core courses as outlined above, plus the Physical Chemistry Laboratory course (CHEM-UA 661); Inorganic Chemistry (CHEM-UA 711); three advanced electives in chemistry; one course in computer science at or above the level of CSCI-UA 2 (CSCI-UA 101 preferred); and at least
two semesters of Advanced Independent Study and Research (CHEM-UA 997, 998) or Senior Honors in Chemistry (CHEM-UA 995, 996) will graduate with the degree of Bachelor of Science (B.S.) instead of the Bachelor of Arts (B.A.). Advanced Independent Study and Research (CHEM-UA 997, 998) and Senior Honors in Chemistry (CHEM-UA 995, 996) do not count as advanced electives for the major. Students should also note that the B.S. program is very difficult to complete within a normal four-year academic program and that it confers no particular advantage to students in premedical or predental programs.

**Major in Global Public Health/Science with a Concentration in Chemistry, B.S.**

Students pursuing this combined program concentrate in chemistry—the central natural science that interfaces physics and mathematics with the life sciences.

The major in GPH/science with a concentration in chemistry requires twenty-one courses (90 points) with a grade of C or better, as follows. Students must plan and schedule carefully for their College Core Curriculum requirements (foreign language, expository writing, and Foundations of Contemporary Culture), and if they are prehealth, they must also take Principles of Biology I, II (BIOL-UA 11, 12) in addition to their Core requirements and the 90 points for the major outlined below.

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

- Health and Society in a Global Context (UGPH-GU 10)
- Biostatistics (UGPH-GU 20)
- Epidemiology (UGPH-GU 30)
- Health Policy in a Global World (UGPH-GU 40)
- Environmental Health in a Global World (UGPH-GU 50)
- GPH Internship (UGPH-GU 60)
- One semester of advanced foreign language (above intermediate II level). Students who present AP or other advanced standing credit that is equivalent to completion of at least one course above intermediate two have satisfied the requirement. Students who take an NYU language placement exam and demonstrate proficiency equivalent to completion of at least one course above the intermediate two level (i.e., they at least place into the second course above intermediate two) have also met this requirement.
- One semester of study away

Chemistry core courses (eight courses/36 points):

- General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
- Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)
- Biochemistry I and II (CHEM-UA 881, 882)

Additional required courses in science and mathematics (four courses/18 points):

- Mathematics (two courses/8 points):
  - Calculus I and II (MATH-UA 121, 122). Advanced Placement credit for Calculus II (a score of 5 on BC Calculus) is not accepted for this major requirement. Students with this AP credit must either (1) take Calculus II at NYU and forfeit 4 of the 8 AP credits, or (2) register for Calculus III (MATH-UA 123) or Linear Algebra (MATH-UA 140) or Mathematics of Chemistry (CHEM-UA 140), using the BC credits as a prerequisite.

- Physics (two courses/10 points):
  - General Physics I and II (PHYS-UA 11, 12). Credit for AP Physics C: Mechanics is accepted for PHYS-UA 11 and credit for AP Physics C: Electricity and Magnetism is accepted for PHYS-UA 12, but only for students who are not prehealth. No other AP or equivalent international credit is accepted. (Because of medical, dental, etc. school admissions requirements, students on the pre-health track cannot use AP Physics C credit to place out of either or both semesters of General Physics.)
Major electives (two courses/8 points):

- Two additional electives must be completed in GPH and/or in chemistry.

For descriptions of GPH (UGPH-GU) courses and for all policies applying to the major (including those for transfer students), please see the global public health section of this Bulletin.

**Joint B.S./B.S. Program in Chemistry and Engineering**

The College of Arts and Science offers a joint B.S/B.S. program with the NYU Tandon School of Engineering. For students interested in chemistry, the program leads to the B.S. degree from CAS and the B.S. degree in chemical and biomolecular engineering from the NYU School of Engineering. Further information is available from the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

**Policy on School of Engineering courses:** No CAS student (whether majoring or minoring in this department or not) is allowed to take Tandon substitute courses for CHEM-UA 125, 126, 127, 128 (general chemistry); 225, 226, 227, 228 (organic chemistry); 651, 652, 661 (physical chemistry); 711 (inorganic chemistry); or 881, 882, 885, 890 (biochemistry). However, students pursuing a major in the Department of Chemistry may seek prior permission of the director of undergraduate studies to take advanced electives in the School of Engineering and apply them to the major. This is reviewed on a case-by-case basis. These courses count against each student’s 16-point allowance in the other divisions of NYU and cannot be applied to the 64 point UA residency requirement.

**Minor in Chemistry**

Completion of the following four 5-point courses (20 points) constitutes a minor in chemistry: CHEM-UA 125 or 127, 126 or 128, 225 or 227, and 226 or 228. Only three of the four courses may also be used to satisfy the requirements of another department’s major. No grade lower than C will count toward the minor, and an average of 2.0 or better in all chemistry courses is required.

**Honors Program**

While the Department of Chemistry has several accelerated courses—for example, Advanced General Chemistry and Laboratory (CHEM-UA 127 and 128) and Majors Organic Chemistry and Laboratory (CHEM-UA 227 and 228)—these offerings need not be taken to earn a chemistry or biochemistry degree with departmental honors. The main requirement for earning an honors degree is the completion of an honors thesis based upon independent experimental or theoretical research. Students interested in research and an honors degree must enroll in Senior Honors in Chemistry (CHEM-UA 995 and 996). Students must first become involved in research, CHEM-UA 997 or 998, for at least one semester or one summer prior to the senior year, as two semesters of research is arguably not enough time to execute a successful research project. Depending on the number of credits the student is registered for in a given semester, the initial exposure to research may or may not be for credit. Students seeking entry into the honors program must obtain the approval of the director of undergraduate studies prior to the end of their junior year. Candidates for a degree with honors in chemistry must have an overall GPA of 3.65 and a GPA of 3.65 in required courses for the chemistry or biochemistry major. A senior thesis based on this work must be prepared, approved by the adviser, and presented in a seminar format during the spring term of the senior year. Please contact Carol Hollingsworth, academic program administrator, or Professor Alexej Jerschow, director of undergraduate studies, for more detailed information.

**Research Opportunities**

The department endeavors to make research opportunities available during the summer and the academic year to well-qualified students at all levels. We strongly urge students who are interested in research to begin as early as freshman year. Students are encouraged to apply for the FAST and DURF grants awarded by the College. To participate in research in the department, students must both meet the prerequisites and register for the research courses Advanced Independent Study and Research (CHEM-UA 997, 998) or, if eligible, Senior Honors in Chemistry (CHEM-UA 995, 996). In either case, permission of the director of undergraduate studies is required before registering for these courses.
The Department of Chemistry strictly enforces all prerequisites and de-enrolls students from courses for which they do not meet the prerequisites. Prerequisite courses must be completed with a grade of C (not C minus) or better. Courses are lectures unless otherwise indicated.

Introduction to Modern Chemistry and Laboratory
CHEM-UA 120 Not open to students majoring in chemistry. Science majors and prehealth students take CHEM-UA 125, 126 or 127, 128. No prior chemistry is assumed. A knowledge of algebra is desirable. Offered every semester. 5 points.
Selected principles and applications with emphasis on the fundamental nature of chemistry. Concepts of atomic and molecular structure, chemical bonding, solution chemistry, equilibrium, reaction rates, and properties of gases, liquids, and solids.

General Chemistry I and Laboratory
CHEM-UA 125 Prerequisites: high school chemistry and either placement into Calculus I (MATH-UA 121) or completion of a course in precalculus. Offered every semester. 5 points.
An introduction to inorganic and physical chemistry for science majors, engineers, and the prehealth professions. Emphasizes the fundamental principles and theories of chemistry. Topics include the theories of atomic structure; stoichiometry; properties of gases, liquids, solids, and solutions; periodicity of the properties of elements; chemical bonding; equilibrium; kinetics; thermodynamics; acid-base reactions; electrochemistry; coordination chemistry; and nuclear chemistry. Laboratories provide an introduction to basic techniques used in experimental chemistry. Experiments include manual and automated titrations, basic chromatography, stoichiometry, thermodynamics, and colorimetry.

General Chemistry II and Laboratory
CHEM-UA 126 Prerequisite: General Chemistry I and Laboratory (CHEM-UA 125) or Advanced General Chemistry I and Laboratory (CHEM-UA 127) with a grade of C or better. Offered every semester. 5 points.
See General Chemistry I and Laboratory (CHEM-UA 125), above. Laboratories are a continuation of CHEM-UA 125, with emphasis on the analysis of quantitative data rather than its collection. Experiments provide illustration and reinforcement of the topics covered in lecture, including solution chemistry, kinetics, equilibrium, buffers, solubility, and electrochemistry.

Advanced General Chemistry I and Laboratory
CHEM-UA 127 Prerequisites: AP Chemistry 5 or equivalent; AP Physics 4 or equivalent (may be waived if student completed high school physics with a grade of A); AP Calculus (AB) 4 or equivalent; and permission of the department. Corequisite: Calculus II (MATH-UA 122). Offered in the fall. 5 points.
Covers the same material as CHEM-UA 125, except that students are selected and a different text is used, covering the material in greater depth. Current research results pertaining to these topics are included in class discussions. Laboratories include studies of stoichiometry, acid-base chemistry, properties of gases, colligative properties of solutions, thermochemistry, equilibrium, electrochemistry, and kinetics. Individualized projects intended to provide a research-like experience.

Advanced General Chemistry II and Laboratory
CHEM-UA 128 Prerequisites: Advanced General Chemistry I and Laboratory (CHEM-UA 127) with a grade of C or better and permission of the department. Offered in the spring. 5 points.
The kinetic molecular description of the states of matter, chemical thermodynamics, and the rates of chemical processes. Laboratories are a continuation of CHEM-UA 127.

Accelerated General Chemistry
CHEM-UA 129 Prerequisites: advanced secondary school courses in chemistry, mathematics, and physics; Calculus I (MATH-UA 121) or equivalent (if using...
Advanced Placement must have a score of 5); an AP score of 5 in Chemistry; and departmental permission and demonstration of proficiency. Recommended prerequisite: a score of 4 or 5 on any AP Physics exam. International exams and alternative qualifications may be considered. Lecture and laboratory. Offered in the fall. 6 points.

Intended for potential majors in the natural sciences or in engineering. Covers a year of chemistry in one semester. Addresses quantum mechanics in the context of atomic structure, thermodynamics in the context of properties of matter and chemical transformations, and reaction kinetics. The associated laboratory is designed to reinforce lecture topics.

Mathematics of Chemistry
CHEM-UA 140 Prerequisite: Calculus II (MATH-UA 122) with a grade of C or better or equivalent. Does not count as an advanced chemistry elective. 4 points.

The mathematical foundations needed to progress into Quantum Mechanics, Thermodynamics, Physical Chemistry Laboratory, and other advanced areas of chemistry. Topics include a brief review of Calculus I and Calculus II, algebra of complex numbers, vectors and matrices, calculus of several variables, basis expansions and integral transforms, ordinary differential equations, partial differential equations, and an introduction to group theory. Emphasizes applications to real chemical problems.

Principles of Organic and Biological Chemistry and Laboratory
CHEM-UA 210 Formerly Principles of Organic Chemistry and Laboratory. Prerequisite: Introduction to Modern Chemistry and Laboratory (CHEM-UA 120) with a grade of C or better. Not open to chemistry majors. Intended primarily for nonscience majors and students in the Steinhardt School of Culture, Education, and Human Development or the College of Nursing. Offered every semester. 5 points.

Covers nomenclature, conformations, stereochemistry, chemical reactions, and synthesis of organic compounds. Fundamentals of biochemistry, including carbohydrates, lipids, amino acids, peptides, and nucleic acids.

Organic Chemistry I and Laboratory
CHEM-UA 225 Prerequisite: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128) with a grade of C or better. Offered every semester. 5 points.

An introduction to the chemistry of organic compounds. The material is presented in the functional group framework, incorporating reaction mechanisms. Topics include structure and bonding of organic materials, nomenclature, conformational analysis, stereochemistry, spectroscopy, and reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, amines, and carbonyl compounds. Multifunctional organic compounds are covered, including topics of relevance to biochemistry, such as carbohydrates, amino acids, peptides, and nucleic acids. Laboratories include crystallization, distillation, extraction, and other separation techniques, such as column chromatography. Experiments involving the synthesis of organic compounds are introduced, as well as qualitative organic analysis.

Organic Chemistry II and Laboratory
CHEM-UA 226 Prerequisite: Organic Chemistry I and Laboratory (CHEM-UA 225) or Majors Organic Chemistry I and Laboratory (CHEM-UA 227) with a grade of C or better. Offered every semester. 5 points.

A continuation of the study of chemistry of organic compounds. See topics under CHEM-UA 225.

Laboratories provide training in the syntheses of organic precursors in high yields and high purity needed for multistep procedures. An extensive research project involving unknown compounds is conducted. The use of IR and NMR spectroscopy is explored.

Majors Organic Chemistry I and Laboratory
CHEM-UA 227 Prerequisites: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128) with a grade of C or better and permission of the department. Offered in the fall. 5 points.

Emphasizes the theory and structures of covalent bonded materials and develops greater insight into how organic compounds react. Because of the focus on fundamental properties and the depth of coverage, this course is designed for students who plan to major in either chemistry or biochemistry.

Majors Organic Chemistry II and Laboratory
CHEM-UA 228 Prerequisites: Majors Organic Chemistry I and Laboratory (CHEM-UA 227) with a grade of C or better and permission of the department. Offered in the spring. 5 points.

A continuation of CHEM-UA 227. Emphasis on oxygen-bearing functional groups such as ketones, acids, and acid derivatives, and their importance in forming carbon-to-carbon bonds. These topics are
CHEM-UA 651 Formerly Physical Chemistry I. Prerequisites: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128); Calculus II (MATH-UA 122); and General Physics I and II (PHYS-UA 11, 12), all with grades of C or better [students in the three-course sequence for physics majors must complete all three courses plus their separate labs (PHYS-UA 91, 93, and 95 with PHYS-UA 71, 72, and 73)]; and a 2.0 in chemistry. Mathematics of Chemistry (CHEM-UA 140) is strongly recommended; students may substitute Linear Algebra (MATH-UA 140) and/or Calculus III (MATH-UA 123). Offered in the fall and spring. 4 points.

An introduction to quantum mechanics—general principles and applications to model systems. Electronic structure of one- and many-electron atoms and theory of chemical bonding in diatomic and polyatomic molecules. Principles and applications of molecular spectroscopy: rotational, vibrational, electronic, and nuclear magnetic resonance. Elements of photochemistry. CHEM-UA 651 and 652 may be taken in either order.

CHEM-UA 652 Formerly Physical Chemistry II. Prerequisites: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128); Calculus II (MATH-UA 122); and General Physics I and II (PHYS-UA 11, 12), all with grades of C or better [students in the three-course sequence for physics majors must complete all three courses plus their separate labs (PHYS-UA 91, 93, and 95 with PHYS-UA 71, 72, and 73)]; and a 2.0 in chemistry. Mathematics for Chemistry (CHEM-UA 140) is strongly recommended; students may substitute Calculus III (MATH-UA 123) and/or Linear Algebra (MATH-UA 140). Offered in the fall and spring. 4 points.

Develops the close connection between the microscopic world of quantum mechanics and the macroscopic world of thermodynamics. Topics: properties of gases, kinetics, elementary statistical thermodynamics, and thermodynamics of single and multicomponent systems. CHEM-UA 651 and 652 may be taken in either order.

**Physical Chemistry Laboratory**

CHEM-UA 661 Formerly Experimental Methods. Prerequisite: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128) with a grade of C or better. Prerequisites or corequisites: Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651) and Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652) with grades of C or better. Laboratory and lecture. Offered in the fall and spring. 4 points.

The principles and practices of experimental methods in analytical and research laboratories. Emphasizes background physicochemical theory, and capabilities and limitations of methods and interpretations of data. Covers instrumental methods, such as UV/visible spectroscopy, FT-IR, NMR, and fluorescence, for the systematic characterization of compounds. Includes computer modeling of molecular properties.

**Inorganic Chemistry**

CHEM-UA 711 Prerequisites: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228) with a grade of C or better, and either Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651) or Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652) with a grade of C or better, or permission of the instructor. Corequisite: CHEM-UA 651 or 652 (whichever was not taken as a prerequisite). Offered in the spring. 4 points.

Studies of methods in inorganic chemistry that utilize symmetry to describe bonding and spectra of inorganic compounds. Reactions and kinetics of inorganic, organometallic, and bioinorganic compounds. Selected topics in main group chemistry.

**Computational Chemistry**

CHEM-UA 752 Formerly Computational Nanotechnology. Prerequisite: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228). Corequisite or prerequisite: Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651) or Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652). Offered in the fall. 4 points.

Develops solid understanding of computational methods and competence in applying them to molecular modeling.
Structural DNA Nanotechnology
CHEM-UA 828 Formerly offered as CHEM-UA 382. 
Prerequisites: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228) with a grade of C or better or permission of the instructor. Corequisite: Biochemistry I (CHEM-UA 881). Offered in the spring. 4 points.
Using DNA secondary structures to control and program molecular structure on the nanometer scale. Students present on recent papers in the field. Specific advanced topics vary: molecular orbital theory, electrocyclic reactions, photochemistry, free radical chemistry, natural products, bioorganic chemistry, organic synthesis, crystallography, and nucleic acid chemistry.

Special Topics in Biochemistry:
Cellular Biochemistry
CHEM-UA 850 Prerequisite: Biochemistry I (CHEM-UA 881) with a grade of C or better. Offered in the fall or spring. 4 points.
Biochemistry as it relates to the cell biology of eukaryotic cells. Examines eukaryotic cell compartmentation (organelles) and how this plays a vital role in the control and regulation of the biochemistry of the cell.

Chemical Biology
CHEM-UA 868 Prerequisites: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228) with a grade of C or better, and Biochemistry I (CHEM-UA 881) with a grade of C or better. Offered in the spring. 4 points.
This interdisciplinary field of research seeks to understand and control biological processes at the molecular and structural levels, with an emphasis on the development of chemical reagents and tools. Emphasizes the thought process involved in making new discoveries and the insights gained from these discoveries, and introduces physical organic principles and biophysical spectroscopy methods as necessary. Highlights application of synthetic organic chemistry to develop ligands and inhibitors that regulate biomolecular interactions (including DNA-protein, RNA-protein, and protein-protein interactions) as potential therapeutics.

Biochemistry I, II
CHEM-UA 881, 882 Formerly CHEM-GA 1881, 1882. Prerequisite for CHEM-UA 881: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228) with a grade of C or better. Prerequisite for CHEM-UA 882: Biochemistry I (CHEM-UA 881) with a grade of C or better.
CHEM-UA 881 offered in the fall and spring; CHEM-UA 882 offered in the spring. 4 points per term.
Introduction to the chemistry of living cells. Structure and function of proteins, lipids, carbohydrates, and nucleic acids; enzyme structure, mechanism, and regulation of enzyme activity; membrane structure and transport; and mechanisms of cellular processes and cellular physiology, including ion channels and pumps, cell motility, and the immune response. The second term emphasizes analysis of basic metabolic pathways, including glycolysis, electron transport, and oxidative phosphorylation, as well as mechanisms of metabolic regulation and integration.

Experimental Biochemistry and Laboratory
CHEM-UA 885 Prerequisite: Biochemistry I (CHEM-UA 881). Laboratory and lecture. Offered in the fall. 4 points.
Molecular analysis of biomolecules. Analytical techniques used in biochemical research, including chromatography, spectrophotometry, and electrophoresis; isolation and characterization of selected biomolecules; kinetic analysis of enzymatic activity; analysis of protein-protein and protein-DNA interactions that direct basic biochemical pathways.

Advanced Biochemistry
CHEM-UA 890 Formerly Biophysical Chemistry (CHEM-GA 1814). Prerequisites or corequisites: Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651) and Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652) with grades of C or better. (One must be taken as a prerequisite and the other can be taken as a corequisite.) Offered in the spring. 4 points.
Methods used in biochemical, biophysical, and biological research, as well as in selected biomedical applications. Topics include molecular spectroscopic techniques such as light absorption and fluorescence, optical activity, thermodynamics, electrophoresis, nuclear magnetic resonance, and mass spectrometry. Applications include biomolecular and single molecule spectroscopy, molecular beacons, DNA technology, fluorescence, magnetic resonance imaging, and proteomics.
Advanced Organic Chemistry
CHEM-UA 911 Prerequisite: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II (CHEM-UA 228) with a grade of C or better. Offered in the fall or spring, 4 points.
Focuses on structure and theory with a particular emphasis on the application of stereoelectronic and conformational effects on reaction mechanisms, catalysis, and molecular recognition.

Senior Honors in Chemistry
CHEM-UA 995, 996 Prerequisites: completion of the required core courses for the major and permission of the department plus one semester of Advanced Independent Study and Research (CHEM-UA 997 or 998). Restricted to senior chemistry or biochemistry majors with a 3.65 in their course of study and in the courses required for the major. Required for candidates for the degree with honors. CHEM-UA 995 offered in the fall; CHEM-UA 996 offered in the spring. 2 to 4 points per term.

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

Advanced Independent Study and Research
CHEM-UA 997, 998 Prerequisite: permission of the department. Open to students majoring in chemistry or biochemistry who have maintained an average of 3.0 or better in all departmentally required courses and who possess the requisite ability to pursue research in a field of chemistry or biochemistry. CHEM-UA 997 offered in the fall; CHEM-UA 998 offered in the spring. 2 to 4 points per term.
The research adviser is selected in consultation with the director of undergraduate studies. Training is provided in current research areas. Requires a written progress report at the end of the fall semester and a final research report at the close of the academic year.

Graduate Courses Open to Advanced Undergraduates
Graduate courses in chemistry may be taken for undergraduate credit with the permission of the instructor and director of undergraduate studies. For further information, see the director of undergraduate studies and consult the Graduate School of Arts and Science Bulletin.
MINOR IN

Child and Adolescent Mental Health Studies

nyulmc.org/childpsychcams  •  Department of Child and Adolescent Psychiatry at NYU Langone Health
One Park Avenue, 7th Floor  •  New York, NY 10016

Director of Undergraduate Studies; Vice Chair for Education, Department of Child and Adolescent Psychiatry at NYU Langone Health
Jess P. Shatkin, M.D., M.P.H.

Offered by the College of Arts and Science in cooperation with the Department of Child and Adolescent Psychiatry at NYU Langone Health, this minor aims to heighten students’ awareness of childhood mental health issues and their sustained impact on adolescents and adults. In the child and adolescent mental health studies (CAMS) minor, students will (1) explore the relationship between human behavior and its biological and environmental bases; (2) 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 (3) be encouraged to consider how their future career can have a beneficial impact on the mental health of children, adolescents, and families.

PROGRAM

Minor

The CAMS minor requires five courses (18-20 points) completed with a C or better as follows:

• Child and Adolescent Psychopathology (CAMS-UA 101) is required of all minors and is a prerequisite for some advanced courses in CAMS.
• In addition to CAMS-UA 101, students must complete at least two more CAMS-UA courses.
• The remaining two courses can either be CAMS-UA courses or approved non-departmental courses. For a list of these approved non-CAMS courses, please see “Courses in Other Departments” or the CAMS website.

Courses taken for the CAMS minor cannot also be used for another major or minor. The only exceptions are made for majors in psychology and social work and for nursing students, as follows.

• Psychology majors and social work majors may count one course toward both the CAMS minor and their major. Note that if a psychology student counts a CAMS course toward the psychology major, a psychology course cannot also be used for the CAMS minor. Alternatively, if a psychology student counts a psychology course toward the CAMS minor, a CAMS course cannot also be used for the psychology major. The same rule applies to social work majors and social work courses.
• Nursing students can count Introduction to Psychology (PSYCH-UA 1) and Developmental Psychology Across the Lifespan (APSY-UE 1271) toward both the CAMS minor and their major. To complete the minor these students must take three CAMS-UA courses, one of which must be CAMS-UA 101.

Declaration and Advising

CAS students: please contactcams@nyumc.org to declare the minor. All other NYU students: please declare the minor via the cross-school minor application on Albert.

For more information, please contact the CAMS adviser atcams@nyumc.org.

COURSES

CAMS courses are currently offered at NYU London and NYU Sydney. Consult the CAMS website for complete course offerings.

Child and Adolescent Psychopathology (CAMS-UA 101) is the foundational course required of all CAMS minors. Some CAMS courses (such as advanced seminars) have prerequisites as specified below, but many of them have no prerequisites and are open to all undergraduates.

Child and Adolescent Psychopathology
CAMS-UA 101  Prerequisite: Introduction to Psychology (PSYCH-UA 1) or Introduction to Psychology and its Principles (APSY-UE 2) or
MINOR IN CHILD AND ADOLESCENT MENTAL HEALTH STUDIES

AP Psychology credit. Offered in the fall, spring, and summer. Evans, Shatkin. 4 points.
Students receive both a research-informed and pragmatic orientation to psychopathology from practicing academic leaders in the field of mental health. Examines disease etiology, epidemiology, phenomenology, nosology, and diagnosis. Offers a critical review of common child, adolescent, and young adult psychopathology and challenges social and cultural assumptions of what constitutes “normal” versus “pathological” behavior, cognition, and emotion. Students complete one practicum with a clinician during the evaluation of a child or adolescent patient at the NYU Department of Child and Adolescent Psychiatry.

The Treatment of Child and Adolescent Mental Illness
CAMS-UA 102 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101). Offered in the spring. Evans, Henderson. 4 points.
Over the past 30 years, new evidence-based treatments for children and adolescents suffering from mental illness have emerged, including behavioral psychotherapies such as cognitive behavior therapy for anxiety and depression and dialectical behavior therapy for personality disorders. Additionally, strong evidence supports the use of pharmacological interventions for attention deficit/hyperactivity disorder, mood and anxiety disorders, psychotic disorders, and autism. Students investigate each of these treatments by reading and analyzing much of the original research that established their efficacy.

Complementary and Alternative Mental Health
CAMS-UA 103 Offered in the fall, spring, and summer. Chai, Lewis. 4 points.
Complementary and alternative treatments comprise the most rapidly expanding segment of American healthcare. Examines the role of non-conventional care in the mental wellness of children, adolescents, and young adults. Surveys the historical, clinical, and scientific aspects of mind-body treatments, biologically based alternative therapies, spirituality, and the traditional medical systems of China and India. Students investigate the social, political, and economic forces influencing the role and status of complementary and alternative practices in America.

When the Nightmare Is Real: Trauma in Childhood and Adolescence
CAMS-UA 104 Offered in the fall, spring, and summer. Brown, Mathewson. 4 points.
Approximately three million cases of child abuse and neglect are reported in the U.S. annually, and many children experience other traumas that profoundly influence their development and health. Examines the neurobiological and psychological effects of trauma on children, adolescents, and families. Investigates the impact of physical, emotional, and sexual abuse and neglect, war, terrorism, natural disasters, bereavement, and medical illness. Explores the concepts of vulnerability and resilience, and discusses treatment modalities employed with traumatized youth and families.

Mindfulness and Mental Health
CAMS-UA 105 Offered in the fall and spring. Desai. 4 points.
Have you ever accidentally locked yourself out of your apartment or walked to school realizing you have no recollection of what happened along the way? Where is our mind during moments like these, and can bringing more awareness to ourselves improve our well-being and change our brains? Students explore mindfulness, develop an understanding of its complex mechanisms, investigate the neuroscience behind mindfulness-based practices, and learn its practical applications across the developmental lifespan from infancy into adulthood.

The Science of Happiness
CAMS-UA 110 Offered in the fall, spring, and summer. Lerner, Schlechter. 4 points.
Examines the state of college-student mental health and wellness on a personal and systems level. Explores how individuals can create positive change by reinterpreting their goals and identifying steps toward a successful college experience. Key findings from the fields of neuroscience and positive psychology inform our study of the biopsychosocial underpinnings of success and happiness. Final project requires students to promote an area of mental wellness on campus.

The Nature of Success
CAMS-UA 113 Offered in the fall and spring. Saxe. 4 points.
Uses and applies systems science to understand the occurrence of success and failure in a wide variety of systems including biological systems, ecologies, families, peer groups, business organizations, and societies. Emphasizes human development and encourages students to apply the concepts and knowledge acquired to the systems they most want to understand and/or in which they wish to succeed.
Risk and Resilience
CAMS-UA 114 Offered in the fall and spring. Only open to entering freshmen participating in the Wellness Initiative at NYU (WIN). Evans, Shatkin. 4 points. Want to survive and thrive in your college years? Focuses on wellness, positive youth development, resilience building, and risk-reduction techniques that specifically target behavioral risk factors in adolescence. Tackles cognitive distortions, stress and anxiety reduction, effective communication skills, and healthy eating, sleeping, and exercise habits. Provides a powerful and evidence-based toolkit for how to survive the college years (and beyond).

Skepticism and Proof: Research Methods in Child Mental Health
CAMS-UA 120 Offered in the fall and spring. 4 points.
Evidence-based clinical care seeks to guide mental health practitioners in the critical appraisal of data on risk factors, prevention, and treatment. Students compare and contrast published research with media reports, and draw their own conclusions. Students design hypothetical research protocols and present them in a simulation of the research-funding application process. Topics include the “epidemic” of certain diagnoses, the influence of the environment and culture on child mental health, and the risks and benefits of widely prescribed medications.

Behavioral Interventions for Children with Disruptive Behavior Disorders: Practicum
CAMS-UA 131, 132 CAMS-UA 131 is offered in summer session I; CAMS-UA 132 is offered in summer session II. Fleiss. 3 points per summer session.
Hands-on learning experience that broadens students' understanding of the impact of attention deficit/hyperactivity disorder (ADHD) and other behavioral disorders on children's functioning and the behavioral treatments used to improve their social, academic, and home life. First summer session: didactic instruction on behavioral treatments and training in behavioral principles and procedures. Second summer session: a clinical practicum at the NYU Department of Child and Adolescent Psychiatry's Summer Program for Kids, which offers students an opportunity to observe the clinical expression of symptoms and apply behavioral treatments in a day camp setting.

From Huck Finn to Columbine: Understanding Disruptive Behaviors in Children and Adolescents
CAMS-UA 133 Offered in the fall and spring. Phillips. 4 points. What makes kids do bad things? Who is accountable for their acts? How can we prevent childhood violence? Explores the spectrum of “bad” behavior from biological, psychological, and sociological perspectives. Topics include the nature vs. nurture debate, biased media reporting, medicating disruptive behaviors, the influence of media and gaming violence on youth, gender differences in disruptive behavior, atrocities perpetrated by children and adolescents, and the growing scientific literature detailing neurodevelopment as it relates to behavior.

Behavioral Problems in School: Impairment to Intervention
CAMS-UA 134 Offered in the fall, spring, and summer. Verduin. 4 points.
Addresses such common causes of disruptive behavior as attention deficit/hyperactivity disorder (ADHD) and related conditions. Offers training in effective, evidence-based behavior management strategies (selective attention, behavioral daily report cards, token economies, and limit setting) and examines the theoretical and research bases for these strategies. Students visit the NYU Department of Child and Adolescent Psychiatry to view these tools in real-life clinical settings.

Child Brain Development: Applications from Neuroscience to Practice
CAMS-UA 141 Offered in the fall and spring. Montalto. 4 points.
The explosion of neuroscience research over the last 20 years has enhanced our understanding of the brain's development and function, revolutionizing social work, healthcare, education, and psychology. Focuses on normal brain functioning, along with illustrative pathological developmental and dysfunctional conditions such as dyslexia, autism, and attention deficit/hyperactivity disorder. Applies brain-based skills to understand the environmental demands children and teens confront. Hands-on learning opportunities include a visit to the Brain Pathology Lab at NYU Langone Health.

The Adolescent Paradox: Emotions, Behavior, and Identity
CAMS-UA 142 Offered in the fall, spring, and summer. Di Bernardo, Pochtar, Soffer. 4 points. Biological and psychological changes during puberty
that affect emotion regulation, cognition, and consequent risk-taking behavior are at the root of increased morbidity and mortality in adolescence. Is adolescence a developmental period inevitably filled with “storm and stress”? How should current scientific findings inform our understanding of the propensity for risk-taking behavior during this period (including substance use, increasing sexual activity, and disordered eating)? Explores biological and psychosocial factors that shape emotions, behavior, and emerging identity during adolescence.

**Sex Matters: Identity, Behavior, and Development**
CAMS-UA 143 *Offered in the fall and spring.* Janssen, Rego. 4 points.
Explores the impact of sexual identity development on the mental health of children and adolescents. Examines the complex interplay of biological, psychological, and sociological components affecting sexual development, beginning with sexual differentiation in utero to development of the primary and secondary sex organs in childhood and puberty.

**Looking Back on Growing Up**
CAMS-UA 144 *Offered in the fall and spring.* Knickerbocker. 4 points.
What is the impact of our upbringing on who we become as adults? Offers a comprehensive overview of child development. Investigates the complexity of human growth, adaptation, and responses to adversity by tracing the development of cognitive, emotional, interpersonal, and moral capacities. Reviews historical and modern-day developmental theories, as well as such interpersonal constructs as family systems, peer relations, gender and sexual identity, and cultural variation. Special emphasis on the dynamic interplay between biology and environment.

**Morality in Childhood**
CAMS-UA 145 *Offered in the fall, spring, and summer.* Berry. 4 points.
How do children negotiate influences and challenges such as celebrity misbehavior, media violence, (cyber)bullying, and easily accessible drugs? How do they learn moral principles? Explores how gender, culture, socioeconomic status, education, and parenting influence moral development from infancy through adolescence. Considers perspectives from developmental neurobiology, evolutionary biology, and philosophy, along with theoretical frameworks from cognitive and social psychology.

**Twentysomething**
CAMS-UA 146 *Offered in the fall and spring.* Diaz. 4 points.
Worldwide, people are marrying, having children, and becoming financially independent at a later age than in any previous generation. In the last 10 years a critical new developmental period between adolescence and adulthood, “emerging adulthood,” has gained recognition as an age of identity exploration, instability, self-focus, feeling “in-between,” and infinite possibilities. Students critically analyze this theory and explore factors that contribute to diverging developmental pathways. Reviews the typical life of the American twentysomething and uncovers the truth behind the stereotypes.

**Love Actually**
CAMS-UA 147 *Offered in the fall, spring, and summer.* Ferrari, Poe, Shah, Tahilani. 4 points.
What can the latest observations and scientific discoveries tell us about this supreme emotion? We examine the concepts of love and intimacy through several lenses, including those of neurobiology, evolutionary psychology, culture, and art. Focuses on love over the life cycle and its relationship to behavior and psychological well-being.

**Before Me up to Age Three: A Mental Health Perspective on Parent and Early Childhood Development**
CAMS-UA 148 *Offered in the fall and spring.* Wagner, Weis. 4 points.
Our earliest experiences shape who we are. Examines the trajectory of human development from before conception, through birth and infancy, and continuing up to early preschool for children and their parents. Employs a clinical mental health perspective to inform assessment of social and emotional problems in young children and presents current approaches to treatment.

**Play and Creativity**
CAMS-UA 149 *Offered in the fall and spring.* Goldstein, Pourrezaei. 4 points.
How does play influence child development, and what is the role of play as we age? Surveys historical, scientific, clinical, cultural, and artistic perspectives on the role of play through the life cycle. Explores various theories of creativity through the lens of neuroscience, psychology, philosophy, and mysticism. Topics include exploration of play styles, observations of animal play, the role of play in education, social bonding and various cultures, the consequences
of play deprivation, and the relationship between creativity, mental illness, and genius.

**Children and the Media**
CAMS-UA 150 *Offered in the fall and spring.*
Foubister. 4 points.
Children between the ages of 2 and 18 years spend an average of five-and-a-half hours a day using some form of media. Critically reviews the current research literature on how media use affects children’s mental health, as well as their cognitive, emotional, and social development. Examines both controversial issues, such as media’s effects on children’s violent behavior and substance use, and the potential benefits of media.

**Cultural Perspectives on Mental Health and Illness**
CAMS-UA 151 *Offered in the fall and spring.*
Brandon. 4 points.
How do culture, ethnicity, race, and minority status affect the mental health of children, adolescents, and young adults in modern America? Examines differing cultural views of mental health and illness and acceptance (or not) of mental health care. Topics include cultural aspects of identity development, family dynamics and parenting, stigma, and mental health disparities; the effects of stereotypes and intergroup bias; and the acculturation of immigrant youth and children of immigrants.

**Global Perspectives in Child and Adolescent Mental Health**
CAMS-UA 152 *Offered in the fall and spring.*
Olia. 4 points.
Children and adolescents suffer worldwide from significant mental health stressors, but how mental health is perceived and addressed varies greatly around the world. Provides an overview of human rights, social determinants of mental health, trauma and resilience, and the global public health significance of mental illness. Explores how salient cross-cultural factors (e.g., poverty, war, and gender-based exploitation) impact children’s development and wellbeing.

**Mental Health and Society**
CAMS-UA 153 *Offered in the fall and spring.*
Kerker. 4 points.
Utilizes a public health approach to study mental health, examining the influence of social factors, including discrimination, media, poverty, education, and trauma. Considers how to improve child, adolescent, and family mental health within the context of the current care system.

**Transgender Youth**
CAMS-UA 154 *Offered in the spring.*
Busa. 4 points.
Transgender and gender non-conforming (TGNC) youth are more visible in society, seeing mental health providers in increasing numbers, and often subject to stigma, bias, and a lack of understanding of their unique needs. Examines scientific research on TGNC youth in the context of the practical challenges faced by these individuals and their families. Students hear from experts in the field, receive personal accounts from TGNC teens and adults, and visit social service agencies and events produced by TGNC teens themselves.

**The Art and Science of Parenting**
CAMS-UA 161 *Offered in the fall, spring, and summer.*
Gallagher. 4 points.
After spending our early lives with our parents, what can we say about how they influenced our personalities and development? Examines parenting styles in detail to identify qualities that foster healthy child development and reviews research on the importance of parenting practices within a family context. Considers how to interact effectively with parents, how to mobilize parents, and what efforts have been successful in changing detrimental parenting actions.

**Children of Divorce**
CAMS-UA 162 *Offered in the fall and spring.*
Charuvastra. 4 points.
How does divorce impact children and their capacity to grow into loving, high-functioning, relationship-forming adults? Provides an overview of current research on divorce in American families. Emphasizes how divorce affects children, their mental health, and the ability to form healthy adult relationships. Examines theories of attachment, intimacy, and communication in the context of successful and failed marital relationships. Considers both trauma and resilience.

**While You Were Sleeping**
CAMS-UA 170 *Offered in the fall and spring.*
Baroni, Shatkin. 4 points.
A comprehensive introduction to sleep and dreams throughout the life cycle. Topics include normal sleep behavior and physiology, the evolution of sleep, circadian and biological rhythms, dreams, and the diagnosis and treatment of sleep disorders. Emphasizes the importance of sleep for mental and physical well-being, and guides students in an evidence-based approach to establishing a healthy sleep routine.
Drugs and Kids
CAMS-UA 180 Offered in the fall, spring, and summer. Busa, Kamboukos, Wangh. 4 points.
Most individuals with substance use disorders began using during adolescence or even childhood. Reviews the classes of psychoactive substances, including alcohol, tobacco, and illicit drugs, and their basic neurophysiological effects. Explores the historical, social, and psychological factors related to substance use, abuse, and addiction in adolescents and children. Considers prevention, treatment, and policy issues related to young people.

The Literature of Children and Adolescents
CAMS-UA 191 Offered in the fall and spring. Marcus, Montalto, Vazzana. 4 points.
Over the last century, a vibrant, many-faceted literature for young people has grown in tandem with our understanding of child and adolescent psychology to present young readers with an increasingly finely calibrated perspective on such basic developmental issues as the formation of trust, the emergence of a sense of autonomy, and the complexities of family and peer relationships. Explores these and other topics through a wide range of picture books, longer fiction, and relevant professional literature.

Speaking Our Minds—Narrating Mental Illness
CAMS-UA 192 Offered in the fall and spring. Blacksin, Garey. 4 points.
First-person narrative has the unique ability to relate the lived and felt experience of mental illness in a way that a conventional patient history, chart, or strictly medical documentation cannot. Examines video testimony, memoir, autobiographical fiction, theatre, and film and discusses the interpretation of the illness experience, with a focus on applications for public health, advocacy, and social justice.

Advanced Seminars
Unless noted otherwise, the prerequisite for all advanced seminars is completion of Child and Adolescent Psychopathology (CAMS-UA 101).

Advanced Seminar: Autism Spectrum Disorders (ASDs)
CAMS-UA 201 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the fall and spring. Di Martino, Nishawala. 4 points.
Is there an autism epidemic? How is a diagnosis of autism established? What types of treatments exist for autism? Presents etiological theories and various biological, behavioral, and cognitive paradigms and conceptualizes the developmental links between brain and behavior. Examines epidemiology, diagnostic and treatment strategies, and issues of public policy. Includes a lab practicum (three hours weekly) at a local school where students work directly with children and adolescents with ASDs.

Advanced Seminar: Eating Disorders
CAMS-UA 203 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or Introduction to Psychology (PSYCH-UA 1) or permission of the instructor. Cheney, Vazzana. 4 points.
Childhood and adolescence are critical periods for the formation of our sense of identity and body image. We address why disordered eating develops during these years (considering biological, developmental, and societal contributors) and what can be done both to prevent and treat these deadliest of psychiatric disorders.

Advanced Seminar: It’s a Family Affair—Family Systems and Child and Adolescent Mental Health
CAMS-UA 204 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the fall and spring. Roffman. 4 points.
Until the mid-20th century, individually oriented theories of human development and psychopathology dominated the field of mental health. Family systems theory emerged as a response to the limitations of that paradigm, offering a radically different perspective: an individual is always embedded in networks of significant relationships, the most central being the family. Presents family systems theory as a powerful tool for understanding families and for working with children and adolescents. Emphasizes multicultural dimensions of mental health theory and practice.

Fear Factor: Advanced Seminar in Anxiety Disorders
CAMS-UA 205 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the fall, spring, and summer. Angelosante, Masia, Spindel. 4 points.
How do anxiety disorders develop? How can they be successfully treated? What distinguishes anxiety from other mental health disorders? Examines anxiety disorders (such as phobias or obsessions and compulsions) by reviewing research and clinical data. Students observe a diagnostic assessment of a child or teen with an anxiety disorder and debate the risks and benefits of different treatment modalities.
Advanced Seminar: Attachment and Loss  
CAMS-UA 206 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the fall and spring. Becker-Weidman. 4 points.  
Can early experiences of separation and loss lead to psychological, behavioral, and psychosomatic problems? Can these problems be addressed in the context of a healing relationship? Examines how healthy interpersonal attachment is defined, facilitated, and maintained, along with key principles of effective bonding. Considers how early neglect and trauma can lead to a disrupted or fractured attachment style among children. Utilizes specific examples from adoption and foster care and their long-term effects on building satisfying relationships.

Lab: Advanced Study of Clinical Intervention and Clinical Research  
CAMS-UA 401 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the fall and spring. Students must apply for admission by submitting a CV or resume, unofficial transcript, and brief statement of interest to cams@nyumc.org. Diaz, Gallagher. 4 points.  
Through in-class discussion, assignments, and a lab placement at the NYU Department of Child and Adolescent Psychiatry (five hours per week), students gain a comprehensive knowledge of current clinical practices (assessment, treatment, and effectiveness evaluation) and how they are developed. Placements include: The Parent-Child Interaction Therapy Team, the Selective Mutism Team, the Organizational Skills Study Group, the Institute for Learning and Academic Achievement, the Dialectical Behavior Therapy Program, and the Autism Spectrum Disorders Program.

Grand Rounds Seminar in Child and Adolescent Mental Health Studies  
CAMS-UA 501 Offered in the fall and spring. Di Bartolo, Horwitz, Shatkin. 2 points.  
The NYU Department of Child and Adolescent Psychiatry’s weekly Grand Rounds program features invited thought leaders in child and adolescent psychiatry and psychology from throughout the world. Students attend the weekly Grand Rounds presentation and discuss these topics in depth with CAMS faculty. Students engage with novel theories, research findings, and clinical treatments.

Weed: The Science and Psychology of Marijuana  
CAMS-UA 502 Offered in the fall and spring. Nayak. 2 points.  
Marijuana is the most commonly used drug in the United States, remaining illicit in most states. Calming for some, anxiety provoking for others, perhaps medicinal, always controversial: Is it safe and therapeutic, or is it dangerous and a gateway to more harmful drugs? Considers marijuana’s role in psychology, medicine, culture, and government policy.

Internships and Independent Study  
CAMS Summer Internship Program  
CAMS-UA 300, 301 Prerequisite: none for CAMS-UA 300; for CAMS-UA 301: completion of CAMS-UA 300. CAMS-UA 300 is offered in summer session I; CAMS-UA 301 is offered in summer session II. Students must commit to completing both sessions to participate in this program. Pochtar. 2 points per session.  
For 12 weeks, students undertake part-time, unpaid, supervised internships in various clinical, educational, and research settings focused on child, adolescent, and family mental health. Sites include the NYU Department of Child and Adolescent Psychiatry, in addition to NYU clinical and research affiliates. Students are mentored by an established faculty or professional staff member at placement sites. Includes weekly didactics, individual and group supervision, and a poster presentation.

Independent Study: Advanced Topics in Child and Adolescent Mental Health Studies  
CAMS-UA 997, 998 Offered every semester. 1 to 4 points.  
The independent study program offers students the opportunity to investigate a topic with a faculty member in the Department of Child and Adolescent Psychiatry. Areas of study may include research methods, clinical interviewing, systems of care, and education and training.

Courses in Other Departments  
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.) Courses taken outside of the College in the other schools of NYU count against each student’s allowance of 16 non-CAS points, and cannot be applied toward the 64-credit residency requirement in UA courses.
NEURAL SCIENCE
Introduction to Neural Science
NEURL-UA 100 4 points.
Behavioral and Integrative Neuroscience
NEURL-UA 220 Identical to PSYCH-UA 52. 4 points.

PSYCHOLOGY
Introduction to Psychology
PSYCH-UA 1 Credit for AP Psychology is also accepted. 4 points.
Cognitive Neuroscience
PSYCH-UA 25 4 points.
Cognition
PSYCH-UA 29 4 points.
Personality
PSYCH-UA 30 4 points.
Developmental Psychology
PSYCH-UA 34 4 points.
Abnormal Psychology
PSYCH-UA 51 4 points.
Behavioral and Integrative Neuroscience
PSYCH-UA 52 Identical to NEURL-UA 220. 4 points.

SOCIOLOGY
The Family
SOC-UA 451 4 points.
The Sociology of Childhood
SOC-UA 465 4 points.

COURSES OUTSIDE OF THE COLLEGE OF ARTS AND SCIENCE
Introduction to Psychology and Its Principles
APSY-UE 2 4 points.
Developmental Psychology
APSY-UE 10 4 points.
Personality Theories
APSY-UE 19 4 points.
Abnormal Psychology
APSY-UE 1038 4 points.
Women and Mental Health:
A Life-Cycle Perspective
APSY-UE 1041 4 points.
Sexual Identities Across the Lifespan
APSY-UE 1110 4 points.

Human Learning
APSY-UE 1214 4 points.
Developmental Psychology Across the Lifespan
APSY-UE 1271 3 points.
Adolescent Development
APSY-UE 1272 4 points.
Families, Schools, and Child Development
APSY-UE 1278 4 points.
Child Development and Social Policy in a Global Society
APSY-UE 1279 4 points.
Parenting and Culture
APSY-UE 1280 4 points.
Speech and Language Development in Children
CSCD-UE 1601 4 points.
Introduction to Speech and Language Disorders in Children
CSCD-UE 1701 4 points.
Kids in Media Culture
MCC-UE 1018 4 points.
Language Acquisition and Literacy Education in a Multilingual and Multicultural Context
TCHL-UE 1030 4 points.
Human Behavior in the Social Environment I
UNDSW-US 21 4 points.
Services to Children and Families
UNDSW-US 53 4 points.
The Department of Cinema Studies at the Tisch School of the Arts holds a preeminent place among cinema studies programs in the world. Its approach to cinema focuses on the processes of understanding film and the moving image in multiple cultural and interdisciplinary contexts. The undergraduate program treats the study of cinema both as an art form and as a form of mass culture. The study of film, as an art, is concerned with the relationships among film style, narrative form, and the material practices that shape the medium. The study of film as mass culture explores how film reflects societal values and processes of social change. The department offers courses in the history, theory, aesthetics, and criticism of film, as well as film genres and techniques. Certain film courses given in the College of Arts and Science (CAS) may also be approved for the major or minor. Most of the Tisch courses include extensive film screenings and are supplemented by weekly academic departmental events open to all students. Students have access, with permission, to graduate level courses in the department, to Moving Image Archiving and Preservation (MIAP) courses, and to the Orphans Symposium. Students also have access to extensive film and film-related resources in the department’s George Amberg Study Center. The video collection in 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.

**Major**

The major in cinema studies consists of ten 4-point courses (40 points) completed with a C or better, divided into four areas of study:

- **Tier I** consists of a core curriculum of five courses taken in sequence.
- **Tier II** consists of elective small lecture courses in the areas of film auteurs, genres, historical movements, aesthetics, national cinemas, television studies, and special topics.
- **Tier III** consists of large survey courses in American and international cinema (each having a two-semester sequence: fall, origins to 1960; spring, 1960 to present).
- **Tier IV** consists of small theory and practice courses (open only to cinema studies majors) in script analysis/writing, film criticism, and forms of filmmaking.

Majors are required to complete five courses (20 points) in Tier I. These courses are typically taken in the following order:

- Expressive Culture: Film (CORE-UA 750; offered both fall/spring) is the preferred gateway course for
CAS students. Note: Introduction to Cinema Studies (CINE-UT 10; offered in fall) is only open to officially declared majors/minors.

- Film History: Silent Cinema (CINE-UT 15)
- Film Theory (CINE-UT 16)
- Television: History and Culture (CINE-UT 21)
- One undergraduate advanced seminar (CINE-UT 7XX)

In addition, majors must complete a three-course distribution requirement in film history: one course in U.S. cinema and two courses in non-U.S. cinema. The remaining two courses for the major are chosen from CINE-UT or CINE-GT offerings.

CINE-UT courses used to satisfy cinema studies major requirements do not count against the limit of 16 points taken outside of the College; in addition, they can be applied toward the 64 credits that internal and external transfer students are required to complete in CAS (-UA) courses.

Advisement

In order to declare the cinema studies major and/or be cleared for registration for the forthcoming semester, students must schedule an appointment with the departmental CAS liaison during the following periods:
fall semester entrance/clearance, March 15 to April 15; spring semester entrance/clearance, October 15 to November 15. If a student does not meet with the department during these periods, he or she will be asked to declare during the next semester. Students must also have one year of residency at CAS prior to declaring the major; incoming freshmen and transfers are not eligible for immediate declaration upon entrance to the University.

Minor in Cinema Studies

A total of four 4-point courses (16 points) completed with a C or better is required for the minor. The first course must be either Expressive Culture: Film (CORE-UA 750), recommended for CAS students, or Introduction to Cinema Studies (CINE-UT 10); the latter is only open to officially declared minors. An additional 12 points must be taken in cinema studies courses (CINE-UT), or in courses from elsewhere in the University that are preapproved by the Department of Cinema Studies. Included in these 12 points must be one course on international cinema and one Tier II cinema studies course. CAS students may declare the minor on Albert.

CINE-UT courses used to satisfy cinema studies minor requirements do not count against the limit of 16 points taken outside of the College; in addition, they can be applied toward the 64 credits that internal and external transfer students are required to complete in CAS (-UA) courses.

Minor in Asian Film and Media

A total of four 4-point courses (16 points) completed with a C or better is required for the minor.

- The first course must be chosen from Expressive Culture: Film (CORE-UA 750), recommended for CAS students; Introduction to Cinema Studies (CINE-UT 10), open only to declared minors; Language of Film (FMTV-UT 4); Introduction to Media Studies (MCC-UE 1); or Film: History and Form (MCC-UE 1007).
- Students must also take one Asian film and media core course: either Asian Media and Popular Culture (CINE-UT 112) or Topics in Asian Film History and Historiography (CINE-UT 450). These core courses are offered once a year. Students may elect to take both core classes, but it is not required.
- An additional two courses must be taken from a list of approved electives, which include Indian Cinemas (CINE-UT 105), Asian-American Cinema (CINE-UT 315), The Martial Arts Film (CINE-UT 324), Cultures and Contexts: South Asia (CORE-UA 503, when the topic is media), East Asian Media and Popular Culture (MCC-UE 1023), and Cinema of the South Asian Diaspora (SCA-UA 313).

See the cinema studies department for an updated list of courses or for advising on the minor. CAS students may declare this minor on Albert.
Tier I: Core Courses

Tier I courses are for cinema studies majors only and should be taken in the sequence indicated.

Introduction to Cinema Studies
CINE-UT 10 First semester of study. Expressive Cultures: Film (CORE-UA 750) is an approved substitute. Offered every fall. 4 points.

Designed to introduce basic methods and concepts of cinema studies. The first goal is to help students develop a range of analytical skills in the study of film. By semester’s end, they are fluent in the basic vocabulary of film form, understand social questions raised by dominant modes of cinematic representation, and grasp the mechanics of structuring a written argument about a film’s meaning. The second goal is to familiarize students with major critical approaches in the field (narrative theory, feminism, cultural studies, and genre). Readings and screenings provide an introduction to critical issues associated with particular modes of film production/criticism (documentary, narrative, and the avant-garde).

Film History: Silent Cinema
CINE-UT 15 Second semester of study. Offered every spring. 4 points.

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

Film Theory
CINE-UT 16 Third semester of study. Offered every fall. 4 points.

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

Television: History and Culture
CINE-UT 21 Fourth semester of study. Offered every spring. 4 points.

Examines the background, context, and history of radio, television, video, and sound. Topics include politics and economics of media institutions, audiences and reception, cultural and broadcast policy, and aesthetic modes and movements.

Advanced Seminar
CINE-UT 7XX Prerequisite: Film Theory (CINE-UT 16). Offered both fall/spring. 4 points.

Small enrollments allow for in-depth study of a specific topic (varies by semester) and encourage students to produce original research.

Tier II

See the Department of Cinema Studies website or department for a current list and descriptions of Tier II courses.

Tier III

Tier III classes are two-semester sequences in two vital areas of historical film scholarship: American cinema and international cinema. The fall semester covers the origins of both areas to 1960; the spring semester will evaluate the last 50 years in both areas. These classes are open to all students in cinema studies majors and minors, as well as to all students across the University. Tier III classes are intended to give all students a well-rounded education in the history of world cinema.

American Cinema: Origins to 1960
CINE-UT 50 Offered in the fall. 4 points.

American Cinema: 1960 to Present
CINE-UT 51 Offered in the spring. 4 points.

International Cinema: Origins to 1960
CINE-UT 55 Offered in the fall. 4 points.

International Cinema: 1960 to Present
CINE-UT 56 Offered in the spring. 4 points.

See the Department of Cinema Studies website or department for current descriptions of Tier III courses.

Tier IV

Tier IV courses are small theory and practice courses in script analysis/writing, film criticism, and forms of filmmaking. They are open only to cinema studies B.A., M.A., and Ph.D. students.
Writing Genres: Scriptwriting  
CINE-UT 145 Dancyger. 4 points.  
Genre is all about understanding the different pathways available to the writer for conveying his or her vision. Genres each have differing character and dramatic arcs. Students examine different genres and use that knowledge to write two different genre treatments of their story idea. This is an intermediate-level screenwriting course.

Script Analysis  
CINE-UT 146 Dancyger. 4 points.  
Plot and character development, dialogue, foreground, background, and story. Using feature films, we highlight these script elements rather than the integrated experience of the script, performance, directing, and editing elements of the film. Assignments include two script analyses.

Film Criticism  
CINE-UT 600 4 points.  
Demystifies the professional/intellectual possibilities of film criticism in the contemporary media landscape by presenting historical contexts. Explores the expansive possibilities of criticism with relation to global film culture, the role of the Internet and technology, distinctions between academic and popular criticism, and the impact of criticism on the film industry itself. Consideration of major figures including Bazin, Ebert, Haskell, Farber, Kael, Sarris, Sontag, Tyler, and others. Major critics will visit the course to provide additional context. Students write weekly reviews, pitch essay ideas, file on deadline, and complete a final research paper.

Independent Study and Internship  
Students may take a maximum of 8 points of CINE-UT independent study and/or internship.

Independent Study  
CINE-UT 900 through CINE-UT 905 Prerequisite: written permission of a faculty adviser. 1 to 4 points per term.

Internship  
CINE-UT 950, 952 Prerequisite: Sophomore standing and 3.0 GPA. Must submit a learning contract in order to register. Graded pass/fail. 1 to 4 points per term, depending on time commitment.

Graduate Courses Open to Undergraduates  
Certain 1000-level graduate courses in cinema studies are open to qualified and advanced cinema studies majors with permission. An undergraduate must have completed the first four core requirements (in Tier I) to be considered an advanced student.
The Department of Classics explores all aspects of the Greek and Roman worlds, including their languages and literatures, art and archaeology, history, philosophy, religion, politics, economics, and law. We also feature courses on comparative studies of the ancient world beyond the Mediterranean, and the modern reception and transformation of classical literature, art, and philosophy. This broad interdisciplinary approach to these cultures that have had a major role in shaping Western values and thought provides an excellent undergraduate education. Similar to other liberal arts majors in philosophy, history, or English, our graduates go on to careers in education, law, medicine, business, politics, and the media.

The department offers courses in both English translation and the original languages. Several majors and minors are available, some in conjunction with the Departments of Anthropology and Art History and with the Alexander S. Onassis Program in Hellenic Studies. Academic internships, an honors program, the opportunity to participate in an archaeological excavation in Cyprus, study away programs, and individualized study are also available.

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

The Department of Classics • COLLEGE OF ARTS AND SCIENCE • NEW YORK UNIVERSITY

DEPARTMENT OF

Classics

as.nyu.edu/classics • Silver Center • 100 Washington Square East, 5th Floor, New York, NY 10003-6790 • 212-998-8597

Chair of the Department
Associate Professor Monson

Director of Undergraduate Studies
Professor Peachin

FACULTY

Professors Emeriti
Bonfante, Dilts, Sifakis

Professors
Barchiesi, Connelly, Cribiore, Konstan, Levene, Mitsis, Peachin, Santirocco, Sider

Associate Professors
Becker, Kowalzig, Monson

Assistant Professor
Viidebaum

Professor in Classics in the Modern World
Meineck

PROGRAM

Major in Classics (Latin and Ancient Greek)
This major requires a total of ten 4-point courses (40 points). Students should note that courses in modern Greek language do not count toward completion of this major. The courses to be counted toward the major must include both ancient Greek and Latin through the intermediate two level (CLASS-UA 10 and CLASS-UA 6, respectively, or the equivalent) and at least one advanced course in both ancient Greek and Latin or two advanced courses in either one of these languages.

Major in Classical Civilization
This major requires a total of ten 4-point courses (40 points). Students should note that courses in modern Greek language do not count toward completion of this major. The courses to be counted toward the major must include either ancient Greek or Latin through the intermediate two level (CLASS-UA 10 or CLASS-UA 6, respectively, or the equivalent). Students must complete at least two language courses in residence at NYU.

Major in Classics and Art History (with Emphasis on Archaeology)
This interdepartmental major requires two years of college-level ancient Greek or Latin or the equivalent,
and six 4-point courses in classical archaeology or art history [Archaic and Classical Art: Greek and Etruscan (ARTH-UA 102), Hellenistic and Roman Art (ARTH-UA 103), plus four 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.

**Major in Classical Civilization and Hellenic Studies**

This joint major offers the possibility of two different tracks. Both tracks require a total of ten 4-point courses (40 points). For a list of courses in Hellenic studies, see the Alexander S. Onassis Program in Hellenic Studies in this Bulletin. Track A requires ancient Greek through the full intermediate level (typically four 4-point courses), two 4-point courses from the offerings in classical civilization (below), and four 4-point courses offered through the Alexander S. Onassis Program in Hellenic Studies. Track B requires modern Greek through the full intermediate level (typically four 4-point courses), two 4-point courses from the offerings of the Alexander S. Onassis Program in Hellenic Studies, and four 4-point courses from the offerings in classical civilization (below). (Note: A student on Track B who is already proficient through the first- or second-year level of modern Greek will take two or four courses in place of the first and/or second year of modern Greek, with the consent of the appropriate faculty.)

**Major in Anthropology and Classical Civilization**

This interdepartmental major may follow one of two tracks, each requiring five 4-point courses (20 points) from the Department of Anthropology and five 4-point courses (20 points) from the Department of Classics. The first track focuses on archaeology and the second track on cultural anthropology. Specific course programs should be devised in consultation with the directors of undergraduate studies in both departments. For more detail and specific requirements, see under anthropology in this Bulletin.

**Minor in Latin and Ancient Greek**

This minor requires five 4-point courses (20 points) to be selected from the offerings of the department. (Courses in elementary languages, modern Greek language, and Hellenic studies do not count toward completion of this minor.) As part of this minor, students must take either Latin or ancient Greek at least through the intermediate two level (CLASS-UA 6 or CLASS-UA 10, respectively). At least two of the required courses in ancient Greek or Latin must be taken in residence at NYU.

**Minor in Classical Civilization**

This minor requires five 4-point courses (20 points) to be selected from the department’s offerings in Latin, ancient Greek, or classical civilization. (Courses in modern Greek language and Hellenic studies do not count toward completion of this minor.)

**Policies for all Majors and Minors**

No course with a grade below a C (2.0) can count toward any major or minor offered in this department. Courses taken pass/fail also do not count.

**Honors Program**

Students may receive a degree with honors in the classics or classical civilization majors. Honors recognition requires a 3.65 average overall, an average of 3.65 in all classics courses, completion of the fall Senior Honors Seminar (CLASS-UA 295), and completion of the spring Senior Honors Thesis (CLASS-UA 297) under the supervision of the student’s chosen thesis supervisor. For more information, please consult the department’s website.
## Latin

### Intensive Elementary Latin
CLASS-UA 2  *Open to students with no previous training in Latin and to others through assignment by placement test. Offered periodically, in the spring term only. 6 points.*
Completes the equivalent of a year's elementary level in one semester.

### Elementary Latin I, II
CLASS-UA 3, 4  *Both terms must be completed to receive credit toward any departmental major or minor. Offered every year. 4 points per term.*
Introduction to the essentials of Latin, the language of Vergil, Caesar, and Seneca. Five hours of instruction weekly, with both oral and written drills and an emphasis on the ability to read Latin rather than merely translate it. The second semester (CLASS-UA 4) introduces the student to selected readings from standard Latin authors, including Catullus, Cicero, Ovid, and Pliny.

### Intermediate Latin I: Reading Prose
CLASS-UA 5  *Prerequisites: Elementary Latin I and II (CLASS-UA 3 and 4), or Intensive Elementary Latin (CLASS-UA 2), or equivalent. Offered every year. 4 points.*
Teaches second-year students to read Latin prose through comprehensive grammar review; emphasis on the proper techniques for reading (correct phrase division, the identification of clauses, and reading in order); and practicing reading at sight. Authors may include Caesar, Cicero, Cornelius Nepos, Livy, Petronius, or Pliny, at the instructor's discretion.

### Intermediate Latin II: Vergil
CLASS-UA 6  *Prerequisite: Intermediate Latin I: Reading Prose (CLASS-UA 5) or equivalent. Offered every year. 4 points.*
Writings of the greatest Roman poet, focusing on his most celebrated poem, the *Aeneid*. Students learn to read Latin metrically to reflect the necessary sound for full appreciation of the writing. Readings in political and literary history illustrate the setting in the Augustan Age in which the *Aeneid* was written and enjoyed, the relationship of the poem to the other classical epics, and its influence on the poetry of later times.

## Ancient Greek

### Elementary Ancient Greek I, II
CLASS-UA 7, 8  *Both terms must be completed to receive credit toward any departmental major or minor. Offered every year. 4 points per term.*
Introduction to the complex but highly beautiful language of ancient Greece—the language of Homer, Sophocles, Thucydides, and Plato. Students learn the essentials of ancient Greek vocabulary, morphology, and syntax. Five hours of instruction weekly, with both oral and written drills and an emphasis on the ability to read Greek rather than merely translate it.

### Intermediate Ancient Greek I: Plato
CLASS-UA 9  *Prerequisites: Elementary Ancient Greek I and II (CLASS-UA 7 and 8) or equivalent. Offered every year. 4 points.*
Reading of Plato's *Apology* and *Crito* and selections from the *Republic*. The purpose 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
CLASS-UA 10  *Prerequisite: Intermediate Ancient Greek I: Plato (CLASS-UA 9) or equivalent. Offered every year. 4 points.*
Extensive readings in the *Iliad* or *Odyssey*. Proficiency in scansion is expected, as well as a good command of Homeric vocabulary. Relevant topics ranging from the Homeric question to problems of oral tradition through the archaeological evidence of Bronze Age Greece and Troy are discussed in class or developed by the student through oral or written reports.

## Advanced Latin and Advanced Ancient Greek

Each term, the department offers one course in advanced Latin and one course in advanced Greek. Courses are taught on a cycle; students may take up to six consecutive terms without repeating material.

### Advanced Latin: Epic
CLASS-UA 871  *Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.*
Extensive readings in Vergil's *Aeneid* and the other epics of Rome, including Ovid's *Metamorphoses*, Lucan's *Bellum Civile*, and Lucretius's *De Rerum Natura*. Consideration is given to the growth and development of Roman epic, its Greek antecedents, and its relationship to the Romans' construction of...
their past. Study of the development of the Latin hexameter is also included.

**Advanced Latin: Cicero**
CLASS-UA 872 Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.

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

**Advanced Latin: Lyric and Elegy**
CLASS-UA 873 Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.

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

**Advanced Latin: Comedy**
CLASS-UA 874 Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.

A selection of plays from Plautus and Terence. The development of Roman comedy, its relationship to Greek New Comedy, and its social and cultural place in Roman life are also discussed. Some facility in Plautine and Terentian meter is expected.

**Advanced Latin: Satire**
CLASS-UA 875 Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.

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

**Advanced Latin: Latin Historians**
CLASS-UA 876 Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.

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

**Advanced Individual Study in Latin**
CLASS-UA 891, 892, 893, 894 Prerequisite: permission of the department. Offered every year. 2 or 4 points per term.

**Advanced Greek: Archaic Poetry**
CLASS-UA 971 Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.

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

**Advanced Greek: Greek Historians**
CLASS-UA 972 Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.

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

**Advanced Greek: Drama**
CLASS-UA 973 Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.

Readings of several plays from among those of Aeschylus, Sophocles, and Euripides. Spoken and choral meter are studied, and the role of performance, dramaturgy, and the place of theatre in Athenian society is also examined.

**Advanced Greek: Orators**
CLASS-UA 974 Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.

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

**Advanced Greek: Philosophy**
CLASS-UA 975 Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.

Readings from the dialogues of Plato and the major philosophical works of Aristotle.
Advanced Greek: Hellenistic Poetry
CLASS-UA 976 Prerequisite: Intermediate Ancient Greek II. Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points. Offers a selection of authors (including Callimachus, Theocritus, and Apollonius) and genres (pastoral, hymn, epigram, drinking song) from the Hellenistic era.

Advanced Individual Study in Ancient Greek
CLASS-UA 991, 992, 993, 994 Prerequisite: permission of the department. Offered every year. 2 or 4 points per term.

Literature in Translation
Greek Drama: Aeschylus, Sophocles, and Euripides
CLASS-UA 143 Identical to DRLIT-UA 210. Offered periodically. 4 points. Of the ancient Greeks’ many gifts to Western culture, one of the most celebrated and influential is the art of drama. We cover, through the best available translations, the masterpieces of the three great Athenian dramatists. Analysis of the place of the plays in the history of tragedy and the continuing influence they have had on serious playwrights, including those of the 20th century.

The Comedies of Greece and Rome
CLASS-UA 144 Identical to DRLIT-UA 211. Offered periodically. 4 points. Study of early comedy, its form, content, and social and historical background. Covers the Old Comedy of fifth-century B.C.E. Athens through later Attic New Comedy and Roman comedy. Authors include Aristophanes (all 11 plays, one of which may be staged); Euripides, whose tragedies revolutionized the form of both comedy and tragedy; Menander, whose plays have only recently been discovered; and Plautus and Terence, whose works profoundly influenced the development of comedy in Western Europe.

Greek and Roman Epic
CLASS-UA 146 Offered periodically. 4 points. Detailed study of the epic from its earliest form, as used by Homer, to its use by the Roman authors. Concentrates on the Iliad and the Odyssey of Homer and on Vergil’s Aeneid, but may also cover the Argonautica of the Alexandrian poet Apollonius of Rhodes and Ovid’s Metamorphoses, as well as the epics representative of Silver Latin by Lucan, Silius Italicus, and Valerius Flaccus.

The Novel in Antiquity
CLASS-UA 203 Identical to COLIT-UA 203. Offered periodically. 4 points. Survey of Greek and Roman narrative fiction in antiquity, its origins and development as a literary genre, and its influence on the tradition of the novel in Western literature. Readings include Chariton’s Chaereas and Callirhoe, Longus’s Daphnis and Chloe, Heliodorus’s Ethiopian Tale, Lucian’s True History, Petronius’s Satyricon, and Apuleius’s Golden Ass. Concludes with the Gesta Romanorum and the influence of this tradition on later prose, such as Elizabethan prose romance.

Classical Mythology
CLASS-UA 404 Identical to RELST-UA 404. Offered every year. 4 points. Discusses the myths and legends of Greek and Roman mythology and the gods, demigods, heroes, nymphs, monsters, and everyday mortals who played out their parts in this mythology. Begins with creation, as vividly described by Hesiod in the Theogony, and ends with the great Trojan War and the return of the Greek heroes, especially Odysseus. Roman myth is also treated, with emphasis on Aeneas and the foundation legends of Rome.

Greek and Roman History and Culture
Sexuality and Gender in Greece and Rome
CLASS-UA 210 Offered periodically. 4 points. Deals with constructions of gender and experiences of sexuality in ancient Greece and Rome. Working with texts and representations from varied discourses such as medicine, law, literature, visual art, and philosophy, students explore the ways in which the ancient Greeks and Romans perceived their own bodies in such a way as to differentiate gender and understand desire. Also discusses how eroticism and gender support and subvert political and social ideologies.

Everyday Life in Ancient Rome
CLASS-UA 212 Offered periodically. 4 points. Study of daily life as it was lived by the Romans in the period of the late Republic and early Empire: how they worked, worshipped, dressed, fed, and entertained themselves. Looks at questions of family life and social status, at rich and poor, at slaves and free, and at the lives of men, women, and children. Also considers marriage and divorce, crime and punishment, and law and property. All of these issues are examined primarily through original texts such as ancient documents, legal sources,
and literary texts in which such Roman authors as Horace, Martial, and Juvenal describe their own lives and those of their contemporaries.

**Greek History from the Bronze Age to Alexander**
CLASS-UA 242 Identical to HIST-UA 200.
Offered every other year. 4 points.
Until a few decades ago, Greek history began with Homer and dealt narrowly with the Greek world. Thanks to archaeology, the social sciences, and other historical tools, the chronological and geographical horizons have been pushed back. The history of the Greeks now starts in the third millennium B.C.E. and is connected to the civilization that lay to the east, rooted in Egypt and Mesopotamia. We trace Greek history from the Greeks’ earliest appearance to the advent of Alexander.

**The Greek World from Alexander to Augustus**
CLASS-UA 243 Identical to HIST-UA 243.
Offered every other year. 4 points.
Continuation of the history of ancient Greece from the age of Alexander the Great in the fourth century B.C.E. until Emperor Augustus consolidated the Roman hold over the eastern Mediterranean in the first century B.C.E. These three centuries saw the relationship between Rome and the Near East become most meaningful. This course examines Alexander’s conquests, the states established by his successors (Ptolemies of Egypt and Seleucids of Syria), and the increasing intervention of Rome.

**History of the Roman Republic**
CLASS-UA 267 Identical to HIST-UA 205.
Offered every other year. 4 points.
In the sixth century B.C.E., Rome was an obscure village. By the end of the fourth century B.C.E., Rome was master of Italy, and within another 150 years, it dominated almost all of the Mediterranean world. Then followed a century of unrest involving some of the most famous events and men—Caesar, Pompey, and Cato—in Western history. We survey this vital period with a modern research interpretation.

**History of the Roman Empire**
CLASS-UA 278 Identical to HIST-UA 206.
Offered every other year. 4 points.
In the spring of 44 B.C.E., Julius Caesar was murdered by a group of senators disgruntled with his monarchical ways. However, Caesar’s adoptive son and heir, Gaius Octavius, was quickly on the scene, and over the course of the next half-century managed to establish himself as Rome’s first emperor. About three centuries later, Constantine the Great would rise to imperial power and with him came a new state religion—Christianity. We examine the social and political history of the Roman Empire from the time of Augustus to that of Constantine and also closely observe the parallel growth of Christianity.

**History of Ancient Law**
CLASS-UA 292 Offered periodically. 4 points.
Examines the development of law and legal systems and the relationships of these to the societies that created them, starting with some ancient Near Eastern systems and working down to the Roman period. The main focus is on the fully developed system of Roman law.

**Art and Archaeology**

**Ancient Art at Risk: Conservation, Ethics, and Cultural Property**
CLASS-UA 100 Prerequisite: permission of the instructor. 4 points.
Examines the environmental, material, social, and political forces that put ancient art at risk, including exposure to natural elements, acid rain, pollution, dam building, tourism, urban development, armed conflict, looting, theft, and the illicit trade in antiquities. Considers issues of conservation, preservation, and ethics, as well as authenticity and forgery, dating and provenance, and the sourcing of ancient materials. Reviews a range of applied technologies used in the analysis of ancient objects, including radiocarbon dating. Tracks developments in global cultural property laws, international conventions, and the repatriation of cultural materials.

**The Parthenon and Its Reception: From Antiquity to the Present**
CLASS-UA 150 Identical to ARTH-UA 150.
Prerequisite: permission of the instructor. 4 points.
Traces the history of the Parthenon and its reception through its transformations from the temple of Athena, to Christian church, to mosque, to ruin, to icon of Western art and culture. The landscape, topography, and topology of the Athenian Acropolis are examined with an eye toward understanding the interrelation of place, myth, cult, and ritual. The architectural phases of the Parthenon, its program of sculptural decoration, its relationship to other monuments on the Acropolis, and the foundation myths that lie behind its meaning are scrutinized. Issues of reception, projection, and appropriation are considered, as well as interventions through conservation and reconstruction. Efforts to secure the repatriation of the Parthenon sculptures are reviewed.
within the broader context of global cultural heritage law and the opening of the New Acropolis Museum.

**Introduction to Classical Archaeology:**
**Constructions of the Greek and Roman Past**
CLASS-UA 305  Offered periodically. 4 points.
An introduction to the archaeology of the Mediterranean world, examining the history and contexts of sites and monuments, as well as the methods, practices, and research models through which they have been excavated and studied. From Bronze Age palaces of the Aegean, to the Athenian Acropolis, to the cities of Alexander the Great, the Roman forum, Pompeii, and the Roman provinces, we consider the ways in which art, archaeology, architecture, everyday objects, landscape, urbanism, technology, and ritual teach us about ancient Greek and Roman societies. Special focus is placed on reception, the origins of archaeology in the Renaissance, 19th- to 20th-century humanistic and social scientific approaches, and postmodern social constructions of knowledge.

**Ancient Art**
CLASS-UA 310  Identical to ARTH-UA 3.  Offered periodically. 4 points.
Examines the arts of Egypt, Near East, Greece, and Rome within the contexts and diversities of their cultures. Special emphasis is placed on form, function, and style and on the significance of this material for later periods within the history of art. Major monuments and objects are studied within their full historiographical contexts, as well as within the frameworks of current archaeological and art historical theory and methods. Focus is placed on materiality, technique, authorship, patronage, and reception. Serves as a foundation for study of almost any branch of Western humanism.

**Birth of Greek Art: From the Bronze Age to the Geometric Period**
CLASS-UA 311  Identical to ARTH-UA 101.  Offered periodically. 4 points.
Surveys the art, archaeology, and culture of the Aegean Bronze Age and early Iron Age: from ancient Thera to the palace-based states of Minoan Crete and the Mycenaean Greek mainland, to developments within communities of the eighth century B.C.E. Architecture, wall painting, sculpture, ceramics, and narrative in early Greek art are among the topics examined, along with absolute and relative chronologies and the development of writing.

**Archaic and Classical Art: Greek and Etruscan**
CLASS-UA 312  Identical to ARTH-UA 102.  Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or permission of the instructor. Offered every other year. 4 points.
Greek and Etruscan art and archaeology from the seventh century through the fourth century B.C.E., including the orientalizing and archaic styles, the emergence of the classical style, changes in art and life in the fourth century, and the impact of Macedonian court art before and during the time of Alexander the Great. Focuses on architecture, sculpture, and vase painting within their full social, religious, and political contexts, with careful attention to material, style, technique, function, iconography, authorship, and patronage. Special topics include the body, votive practice, cult statues, athletic statuary, architectural decoration, portraiture, myth, narrative, landscape, and aesthetics.

Includes study of the Metropolitan Museum of Art collections.

**Hellenistic and Roman Art**
CLASS-UA 313  Identical to ARTH-UA 103.  Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or permission of the instructor. Offered every other year. 4 points.
Traces developments in art and archaeology from the conquests of Alexander the Great to the beginnings of Christian domination under Constantine in the fourth century C.E. The diversity of the Hellenistic and Roman worlds is examined through careful consideration of Macedonian court art; the spread of Hellenistic culture from Greece to the Indus Valley; the arts of the Ptolemaic, Attalid, and Seleucid kingdoms; the expansion of Rome in the western Mediterranean; and the arts of the Roman Empire. Special emphasis on landscapes; rituals; social and political complexities; problems of chronology, styles, and copies; portraiture and identity; power and empire; luxury and trade; and hybridization. Includes study of the Metropolitan Museum of Art and Brooklyn Museum collections.

**Greek Painting: From Myth to Image**
CLASS-UA 315  Prerequisite: Introduction to Classical Archaeology (CLASS-UA 305), or Archaeologies of Greece (CLASS-UA 352), or Introduction to Ancient
Art (ARTH-UA 3, identical to CLASS-UA 301), or History of Western Art I (ARTH-UA 1), or permission of the instructor. 4 points.

From the house frescoes of Bronze Age Thera to the tomb paintings of Macedonia, from Minoan painted pottery to Athenian red-figured vases, Greek painting was a powerful aesthetic and narrative force within Greek art and culture. Traces developments in monumental wall painting and the decoration of vases, with special emphasis on production, exchange, technique, style, authorship, narrative, context, function, and meanings. Issues of representation and signification are examined within the frameworks of a variety of critical approaches, including semiotics, structuralism, and formal analysis. Special emphasis on issues of reception from the Enlightenment to the present.

Archaeologies of Rome and the Empire
CLASS-UA 351 Offered periodically. 4 points.

Surveys the archaeologies of Rome and the Italian Peninsula, including the cities of Etruria and the Greek settlements of South Italy and Sicily, as well as the Roman provinces, with special focus on Asia and North Africa. Public and private buildings and monuments, including temples, marketplaces, triumphal arches, colonnaded streets, theatres, amphitheatres, baths, water supply systems, luxury villas, apartment blocks, and gardens, are examined. From urban centers to rural landscapes, we consider Roman taste and technologies, identity and traditions, within their full social, cultural, religious, and economic contexts. With a focus on sculpture, wall painting, mosaics, and decorative arts, developments in Roman visual culture are tracked through the late antique period.

Archaeologies of Greece
CLASS-UA 352 Offered periodically. 4 points.

This survey of Greek landscapes, sites, monuments, and images presents the art and archaeology of the Greek world from the Neolithic to the late antique period. Architecture, painting, sculpture, and decorative arts are studied within their full social, cultural, and religious contexts. From the palaces of the Aegean Bronze Age, to the Panhellenic sanctuaries at Olympia, Delphi, Nemea, and Isthmia, to the city of Athens and the monuments of the Athenian Acropolis, to the great Hellenistic cities of Asia Minor, special focus is placed on landscape, myth, memory, materials, and ritual in shaping the visual culture of ancient Greece. The formation of the city-state and its political, economic, and religious institutions are explored within their full urban settings. The development and history of classical archaeology as a discipline are reviewed, along with issues of reception, connoisseurship, critical theory, and methods.

Greek Architecture
CLASS-UA 353 Identical to ARTH-UA 104.
Prerequisite: permission of the instructor.
Offered periodically. 4 points.

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

Roman Architecture
CLASS-UA 354 Identical to ARTH-UA 105.
Prerequisite: permission of the instructor.
Offered periodically. 4 points.

History of Roman architecture from the Hellenistic to the early Christian periods (first century B.C.E. to sixth century C.E.). Provides a chronological survey of Roman architecture from its early development against the background of the Greek and Etruscan traditions to the dramatic melding of the divergent trends of late antiquity in the great Justinian churches of Constantinople and Ravenna. The lectures, accompanying images, and readings present the major monuments and building types, as well as such related subjects as city planning and urbanism, Roman engineering, and the interaction between Rome and the provinces.

Philosophy, Religion, and Intellectual History

Ancient Political Theory
CLASS-UA 206 Offered periodically. 4 points.

Examines the foundation, interpretation, and modern reception of Athenian democracy and Roman republicanism. Readings include Plato's Republic, Thucydides's History of the Peloponnesian War, Aristotle's Politics, and Cicero's Republic and Laws.
**Introduction to the New Testament**  
CLASS-UA 293 Identical to RELST-UA 302 and HBRJD-UA 22. Offered periodically. 4 points.  
Introduces students to issues and themes in the history of the Jesus movement and early Christianity through a survey of the main texts of the canonical New Testament, as well as other important early Christian documents. Students are given the opportunity to read most of the New Testament text in a lecture-hall setting where the professor provides historical context and focuses on significant issues, describes modern scholarly methodologies, and places the empirical material within the larger framework of ancient history and the theoretical study of religion.

**Ancient Religion: From Paganism to Christianity**  
CLASS-UA 409 Identical to RELST-UA 409. Offered periodically. 4 points.  
The period from the beginnings of Greek religion until the spread of Christianity spans over 2,000 years and many approaches to religious and moral issues. We trace developments such as the Olympian gods of Homer and Hesiod; hero worship; public and private religion; views of death, the soul, and afterlife; Dionysus; Epicureanism; and Stoicism. Examines changes in Greek religion during the Roman republic and early empire and the success of Christians in converting pagans in spite of official persecution.

**Martyrdom, Ancient and Modern**  
CLASS-UA 646 Identical to RELST-UA 660. Offered every other year. 4 points.  
The theory and practice of martyrdom in the West. Begins with a close study of the development of the martyrological discourse in classical, early Christian, early Jewish, and Muslim literature and culture. Also traces how the concept of martyrdom is deployed in modern culture in various phenomena, such as the “Columbine martyrs,” “martyrdom operations” (“suicide bombers”), political martyrdom, and modern notions of holy war.

**Greek Thinkers**  
CLASS-UA 700 Identical to PHIL-UA 122. Offered periodically. 4 points.  
The origins of nonmythical speculation among the Greeks and the main patterns of philosophical thought, from Thales and other early speculators about the physical nature of the world through Socrates, Plato, Aristotle, the Stoics, the Epicureans, and the Neoplatonists.

**Socrates and His Critics**  
CLASS-UA 701 Offered every other year. 4 points.  
Despite having written nothing himself, Socrates gave his name to a distinctive form of philosophical literature, the Socratic discourse, and an approach to philosophical inquiry and instruction, the so-called Socratic method. In antiquity, he inspired Plato, Xenophon, the Stoics, the Skeptics, and the Cynics and drew criticism from Aristophanes; in modernity, his life both fascinated and repelled Nietzsche. We search for the "historical Socrates" and also consider how philosophy, in its move from its origins to ethics and political philosophy, essentially created him.

**Special Courses**

**Special Topics in Classical Studies I, II, III**  
CLASS-UA 291, 293, 294 Usually assigns readings in English translation. Offered periodically. 2 or 4 points per term.  
Seminar topics vary from semester to semester, although the focus is always on a limited aspect of life, history, literature, art, or archaeology of Greco-Roman antiquity. Topics from past semesters include the Trojan War, archaeology and pottery, Alexander the Great, the Etruscans, and crime and violence in the ancient world. Future topics may include Plato and Aristotle, ancient medicine, the Age of Pericles, the Age of Augustus, and Latin love poetry.

**Senior Honors Seminar and Senior Honors Thesis**  
CLASS-UA 295, 297 Prerequisite: permission of the department. 2 or 4 points per term.

**Internship**  
CLASS-UA 980, 981 Prerequisite: permission of the department. Open only to juniors and seniors. Offered every year. 2 or 4 points per term.  
Internships with institutions such as the Brooklyn Museum and the American Numismatic Society afford students the opportunity to work outside the University in areas related to the field of classics. Requirements for completion of such internships include periodic progress reports and a paper describing the entire project.

**Independent Study**  
CLASS-UA 997, 998 Prerequisite: permission of the department. 2 or 4 points per term.
Summer Study Away
Archaeological Fieldwork: Yeronisos Island Excavation Field School, Cyprus
Offered in Summer Session I, 4 points.
This five-week field practicum is held on Yeronisos Island, Cyprus, a Ptolemaic sanctuary of Apollo that flourished during the final years of Cleopatra’s reign. Focuses on the aims, scope, and tools of field survey and archaeology; the practice of stratigraphic excavation; and ways of dealing with archaeological evidence. Field training includes surface survey and field walking; principles of stratigraphic excavation; keeping a field book; data entry and the Yeronisos Island Expedition Database; health and safety in the field and on the boat; closing the site for the season and writing final field reports. Afternoon seminars cover pottery washing, conservation, and analysis; drawing stratigraphic sections; drawing pottery profiles, glass, and metal objects; object photography; the history of Cyprus from the Neolithic to Byzantine periods; cult and religion; Hellenistic pottery; and reading Greek inscriptions. Numerous field trips complement the excavation and classroom experiences.

Graduate Courses Open to Undergraduates
Courses in classics offered in the Graduate School of Arts and Science are open to all undergraduates who have reached the required advanced level of Greek or Latin language instruction.
The major in comparative literature is aimed at students with broad interdisciplinary interests, a desire to explore new fields and forms of experimental thinking, and diverse language backgrounds (including mother tongue or second languages that are engaged in a comparative way). We offer many seminar-format courses with intensive faculty interaction and discussion. Our faculty specializations cover European, Anglo-American, African, Slavic, Latin American, Caribbean, Chinese, South Asian, and Middle Eastern literatures. Departmental courses immerse students in ancient, early modern, and modern global literatures, often with an emphasis on Continental philosophy and literary and critical theory more generally.

Students are given flexibility in the design of the major (which has two tracks, one in literature and one in literary and cultural studies) and can integrate into their course of study coursework in anthropology, philosophy, psychoanalysis, gender and race studies, history, political theory, religion, art, music, and film and media studies, among other fields. Qualified students are encouraged to take part in the department’s honors program, which culminates in the writing of a senior honors thesis under the supervision of a faculty member. A minor in comparative literature is available for students majoring in a different discipline or field. We also strongly encourage prospective double majors who may seek to combine this humanities major with another, non-humanities specialty.

The department’s rigorous teaching and rich curriculum have proved to be excellent preparation for our majors, many of whom have gone on to advanced study of literature at the graduate level or for professional education in law or medicine. Others have pursued successful careers in academia, human rights, translation, international relations, education, publishing, journalism, arts, media, film, performance, and all kinds of creative career options that do not fit into any pre-given professional category.

FACULTY

Professors Emeriti
Braithwaite, Chioles, Javitch, Reiss, Ross

University Professor;
Professor of Comparative Literature and Africana Studies
Diawara

University Professor;
Professor of Comparative Literature and German
Ronell

Professors
Apter, Baer, Basterra, lampolksi, Sanders, Sieburth, X. Zhang

Associate Professors
Dopico, Garcia, Halim, Vatulescu

Assistant Professors
Bianchi, Gadbbery, Paul

Associated Faculty
Bishop, Fischer, Freccero, Gajarawala, Kay, Kennedy, Meyers, Pratt, Quayson, Slatkin, Stam, Tylus, Watson, Young

Affiliated Faculty
Dash, de Vries, Feldman, Galloway, Harper, Hollier, Huber, Hung, Krabbenhoft, Levy, Lockridge, Lounsbury, Majthia, Meisel, Mikhail, Nicholls, Ophir, Scheckner, Shohat, Usher, Vitz, Weatherby, Wood

PROGRAM

General Information
The guidelines of our program allow students great flexibility in shaping a course of study suited to their own intellectual goals. While all majors in comparative literature must take four courses originating in the Department of Comparative Literature, our commitment to a global and interdisciplinary outlook means that the remaining six courses required for the major can be taken in other departments or even, by taking advantage of NYU study away opportunities, on other continents. All students planning to major in comparative literature register with the director of undergraduate studies, who works closely with them to develop a coherent sequence of courses suited to their individual interests. Periodical advising sessions with the director of undergraduate studies and a remarkably low student-faculty ratio help our students make the most
of the wide range of possibilities that define the major. To take full advantage of the opportunities provided by comparative literature, students are encouraged to declare the major as early in their academic career as possible. In addition, please note that students planning to study away should consult and declare with the director of undergraduate studies well before their departure.

**Major Track 1: Literature**

This track of the comparative literature major requires ten 4-point courses (40 points), completed with a grade of C or better and organized as follows:

- Four courses (16 points) originating in the Department of Comparative Literature. These four courses must be taught by a faculty member of the Department of Comparative Literature on the Washington Square campus; they cannot be cross-listed courses originating in another department. These four courses must include both of the following:
  - Introduction to Comparative Literature (COLIT-UA 116)
  - Junior Theory Seminar (COLIT-UA 200)
- Four courses (16 points) in a national literature department at the 100 level or above, conducted in the language of that literature.
- Two courses (8 points) in a related cultural field or discipline. Fields could include history, art history, religion, philosophy, classics, politics, cinema studies, and so on, and could also be another foreign language or literary area. If the national literature department selected for specialization is English, these two courses must be in a foreign language. The choice of these courses will be made in consultation with the adviser to form a coherent intellectual field and a defined objective in the major.

**Major Track 2: Literary and Cultural Studies**

This track of the comparative literature major requires ten 4-point courses (40 points), completed with a grade of C or better and organized as follows:

- Four courses (16 points) originating in the Department of Comparative Literature. These four courses must be taught by a faculty member of the Department of Comparative Literature on the Washington Square campus; they cannot be cross-listed courses originating in another department. These four courses must include both of the following:
  - Introduction to Comparative Literature (COLIT-UA 116)
  - Junior Theory Seminar (COLIT-UA 200)
- Four courses (16 points) in a related cultural field or discipline. Fields could include history, art history, religion, philosophy, classics, politics, cinema studies, and so on. The choice of these courses will be made in consultation with the adviser to form a coherent intellectual field and a defined objective in the major.
- Two courses (8 points) in a foreign literature department conducted in the language of that literature, normally at the 100 level or above.

**Double Major**

As a promoter of interdisciplinary work, the department encourages double majors between comparative literature and other departments. The possibility of pursuing a double major should be discussed with the director of undergraduate studies.

**Minor**

The Department of Comparative Literature welcomes minors. Requirements for a minor in comparative literature consist of:

- Four courses originating in the department (i.e., not cross-listed courses originating in other departments), including Introduction to Comparative Literature (COLIT-UA 116), all completed with a grade of C or better.
- Reading knowledge of a foreign language.
Honors Program
To graduate with honors in the major in comparative literature, a student must maintain at least a 3.65 average in the ten courses required for the major, earn at least a 3.65 overall GPA in the College of Arts and Science, and write a senior honors thesis in his or her final year. At the end of the junior year, each honors student meets with the director of undergraduate studies for initial advisement and approval. Following this approval, a student may write the honors thesis by taking the Senior Seminar course (COLIT-UA 400) in the fall semester and then enrolling in a thesis writing independent study (COLIT-UA 997) in the spring semester. This independent study will generally be conducted under the supervision of a faculty member of the Department of Comparative Literature whose area of academic expertise coincides with the focus of the honors thesis. To be awarded honors, a student must complete this two-course sequence and produce a quality senior thesis. The Senior Seminar (COLIT-UA 400) is an 11th course for the major, in addition to the four courses originating in the Department of Comparative Literature and the other six courses for the major. The independent study can count as one of the ten courses required for the major, pending approval from the director of undergraduate studies.

Internships
The department offers its majors and minors elective credit for internships in publishing, at literary agencies, and at other professional offices. Please consult the internship section of our website and contact the director of undergraduate studies for more information.

COURSES

Introduction to Comparative Literature
COLIT-UA 116 Offered at least once a year. 4 points.
Required for all majors and minors in comparative literature. Explores the theory of comparative literature from its inception as a discipline to the present. Readings vary by instructor.

Studies in Prose Genres
COLIT-UA 125 Offered every year. 4 points.
Focuses on prose genres that have traditionally been relegated to a marginal position in the literary canon but whose status is now being reassessed: the travel account, autobiography, and fantastic fiction. Examines a different genre each time it is offered and provides students with the opportunity to question what constitutes literature or a literary genre.

Classical Literature and Philosophy
COLIT-UA 160 Offered every year. 4 points.
Study of the co-emergence of philosophy and various literary genres (epic, lyric poetry, dialogue, tragedy, comedy) in ancient Greece and Rome, as well as the development of literary and rhetorical theory. Close readings of primary texts, including those of Homer, the Presocratic philosophers, Plato, Aristotle, Sappho, Euripides, Aristophanes, Lucretius, Cicero, Horace, Longinus, and Quintilian, as well as various modern and contemporary commentators.

Topics in 18th-Century Literature
COLIT-UA 175 Offered every other year. 2 or 4 points.
Addresses topics (varying yearly) in 18th-century literature that are important for comparative study. Offers practical experience in close critical reading and introduces the generic, thematic, and literary historical approaches as methodological and theoretical problems in comparative literature.

Topics in 19th-Century Literature
COLIT-UA 180 Offered every other year. 2 or 4 points.
Addresses topics in 19th-century literature that are important for comparative study. Topics vary yearly and may include the following: the double, the image of Napoleon, detective fiction as a 19th-century genre, and decadence.

Topics in 20th-Century Literature
COLIT-UA 190 Offered every semester. 2 or 4 points.
Addresses topics in 20th-century literature that are important for comparative study. Topics vary yearly and may include modernism, comparative postcolonial literature, and contemporary culture.

Junior Theory Seminar
COLIT-UA 200 Offered every semester. 4 points.
Examines the most influential 20th-century contributions to theories of cultural analysis. Readings are organized into a series of prominent
debates: cultural studies, postmodernism, the male
gaze, Third World literature, national liberation.
Readings from Walter Benjamin, Roland Barthes,
Franz Fanon, Gail Rubin, Laura Mulvey, Fredric
Jameson, Aijaz Ahmad, and Claude Levi-Strauss.

Topics in Film and Literature
COLIT-UA 300 Offered every other year. 4 points.
Uses the tools of cultural studies to investigate
cultural intersections of the modern period. A focus
on the street in literature and film includes questions
of cultural space, race, identity politics, gender,
and territoriality in the metropolis. Represents
cultural studies, film studies, black studies, and
women's studies.

Senior Seminar in Comparative Literature
(Honors Thesis)
COLIT-UA 400 Permission of the director of
undergraduate studies required. Must be followed by
Independent Study (COLIT-UA 997) to complete the
honors thesis. Offered every year. 4 points.
The research and writing of the senior honors
thesis for students with a 3.65 or better GPA, both
overall and in the major. Examines several critical/
theoretical approaches, as many (and more) as are
necessary to meet the needs of each student.
Student presentations of thesis proposals and the
critical positions taken, followed by discussion
and feedback.

Readings in Contemporary Literary Theory
COLIT-UA 843 Offered every year. 4 points.
Introduces students already familiar with the
methods of practical criticism to the most
important movements in contemporary literary
theory. Readings are drawn from structuralism,
poststructuralism, Marxism, psychoanalysis,
feminism, and new historicism.

Colonialism and the Rise of
Modern African Literature
COLIT-UA 850 Offered every year. 4 points.
With the theme of colonialism as the unifying
principle, explores and compares the work of a
number of African writers of Anglophone,
Francophone, and Lusophone traditions.

Independent Study: Honors Thesis
COLIT-UA 997 Must be approved by the director of
undergraduate studies. 1 to 4 points.
For completion of the senior honors thesis by
qualified majors.

Independent Study: Internship
COLIT-UA 998 Must be approved by the director of
undergraduate studies. 1 to 4 points.
For special projects, including internships,
contributing to the major.
Computing plays an increasingly important role in almost all fields. It is a very diverse discipline, comprising both theory and applications, and design and analysis of computing technology. The Department of Computer Science is part of the Courant Institute of Mathematical Sciences, a world renowned center for the study of mathematics and computer science.

The department offers three major programs: the computer science major, the joint computer science/mathematics major, and the joint economics/computer science major. The department also offers three minor programs: the computer science minor, the web programming and applications minor, and the joint computer science/mathematics minor. The goal of the majors is to train students in fundamental principles of computer science as well as many practical aspects of software development. Courses combine practical programming experience with techniques for analyzing problems and designing computer algorithms. The goal of the minors is to train students to be proficient users of computers and computer software with less emphasis on the underlying technology and mathematical tools.

Advanced undergraduate students can work on a variety of research projects with the faculty. Outstanding undergraduates may pursue a master's degree through an accelerated five-year program.
• Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211)

Students must also take five elective courses (20 points) to complete the major, selected from courses numbered CSCI-UA 4XX (400 level electives).

Students may replace a 400 level elective with one of the following mathematics classes:
  • Calculus II (MATH-UA 122) or Mathematics for Economics II (MATH-UA 212). Students must choose one calculus track or the other and cannot mix courses from the two tracks.
  • Linear Algebra (MATH-UA 140)
  • Probability and Statistics (MATH-UA 235). Prerequisite: Calculus II or equivalent.

A maximum of two MATH-UA classes can be substituted for 400 level electives.

Policies Applying to the Major

• A grade of C or better is necessary in all courses used to fulfill major requirements; courses graded pass/fail do not count toward the major.

• Students must fulfill the prerequisite Introduction to Computer Programming (CSCI-UA 2) before taking Introduction to Computer Science (CSCI-UA 101), or first take a placement test given by the department.

• Students are required to take CSCI-UA 101 through CSCI-UA 202 in sequence.

• Prospective majors must begin the major sequence (CSCI-UA 101) by the first semester of their sophomore year to complete the major requirements in three years.

• Prospective majors should visit the undergraduate department in Warren Weaver Hall during the fall semester of their freshman year and must declare the major after successfully completing CSCI-UA 101.

• Advanced Placement (AP) credit for Computer Science A is the equivalent of CSCI-UA 101 and counts toward the major. However, the AP exam in Computer Science Principles cannot count toward any major or minor in this department.

• CAS students (in any major or minor) are not permitted to take computer science courses in the Tandon School of Engineering. Majors and minors in this department may petition the director of undergraduate studies to count an advanced Tandon course in computer science, but such exceptions will be rare.

• Those interested in the honors program should start the major early enough to take electives first semester of junior year.

• Those interested in spending a semester away should work out their schedule with an advisor as early as possible.

Recommended Program of Study for the Major in Computer Science

First year of major:
Fall term: CSCI-UA 101, MATH-UA 121 or 211
Spring term: CSCI-UA 102, MATH-UA 120

Second year of major:
Fall term: CSCI-UA 201, CSCI-UA 310
Spring term: CSCI-UA 202, one computer science elective (not requiring CSCI-UA 202 as a prerequisite)

Third year of major:
Fall term: Two computer science electives
Spring term: Two computer science electives

Joint Major in Computer Science and Mathematics

This is an interdisciplinary major (eighteen courses/72 points) offered by the Department of Computer Science with the Department of Mathematics. A grade of C or better is necessary in all courses used to fulfill joint major requirements. Interested students should consult with the director of undergraduate studies in both departments for additional information.
The mathematics requirements (ten courses/40 points) are as follows (students must choose one calculus track or the other and cannot mix courses from the two tracks):

- Discrete Mathematics (MATH-UA 120)
- Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211)
- Calculus II (MATH-UA 122) or Mathematics for Economics II (MATH-UA 212)
- Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213)
- Linear Algebra (MATH-UA 140)
- Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328)
- Algebra (MATH-UA 343) or Honors Algebra I (MATH-UA 348)

The rest of the ten mathematics courses must include two of the following: Theory of Probability (MATH-UA 233), Mathematical Statistics (MATH-UA 234), Mathematical Modeling (MATH-UA 251), Numerical Analysis (MATH-UA 252), Partial Differential Equations (MATH-UA 263), Functions of a Complex Variable (MATH-UA 282), Honors Analysis II (MATH-UA 329), Honors Algebra II (MATH-UA 349), or Differential Geometry (MATH-UA 377).

All mathematics electives for the joint major must be numbered above MATH-UA 120, and may not include Transformations and Geometries (MATH-UA 270).

The computer science requirements (eight courses/32 points) are as follows:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
- Computer Systems Organization (CSCI-UA 201)
- Operating Systems (CSCI-UA 202)
- Basic Algorithms (CSCI-UA 310)
- Numerical Computing (CSCI-UA 421)
- Two computer science electives at the 400 level

Students who have taken Numerical Analysis (MATH-UA 252) as one of their math electives for this major must contact the director of undergraduate studies before registering for Numerical Computing (CSCI-UA 421).

**Joint Major in Economics and Computer Science**

This is an interdisciplinary major (twenty-two courses/88 points) offered by the Department of Computer Science with the Department of Economics. Only those students that are following the theory track in economics are eligible to pursue this joint major. The major has requirements in three departments, including mathematics. A grade of C or better is necessary in all courses used to fulfill joint major requirements. Interested students should consult with the director of undergraduate studies in both departments for additional information.

The economics requirements (nine courses/36 points) are as follows:

- Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Microeconomic Analysis (ECON-UA 11)
- Macroeconomic Analysis (ECON-UA 13)
- Analytical Statistics (ECON-UA 20)
- Introduction to Econometrics (ECON-UA 266)
- Two ECON-UA theory electives at the 300 level
- One additional ECON-UA elective

The computer science requirements (nine courses/36 points) are as follows:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
- Computer Systems Organization (CSCI-UA 201)
• Operating Systems (CSCI-UA 202)
• Basic Algorithms (CSCI-UA 310)
• Plus four computer science electives at the 400 level. One of these electives may be replaced by Linear Algebra (MATH-UA 140), or by Strategic Decision Theory (ECON-UA 310), Advanced Micro Theory (ECON-UA 365), or Topics in Economic Theory (ECON-UA 375)

The mathematics requirements (four courses/16 points) are as follows:
• Discrete Mathematics (MATH-UA 120)
• Math for Economics I (MATH-UA 211)
• Math for Economics II (MATH-UA 212)
• Math for Economics III (MATH-UA 213)

Minor in Computer Science
The requirements are these four courses (16 points) with a grade of C or better:
• Introduction to Computer Science (CSCI-UA 101)
• Data Structures (CSCI-UA 102)
• Computer Systems Organization (CSCI-UA 201)
• Any more advanced course in this department for which a student meets the prerequisites. For example: Operating Systems (CSCI-UA 202), a 400-level elective, or Basic Algorithms (CSCI-UA 310; requires Discrete Mathematics, MATH-UA 120).

Minor in Web Programming and Applications
The requirements are these four courses (16 points) with a grade of C or better:
• Introduction to Computer Programming (CSCI-UA 2)
• Introduction to Web Design and Computer Principles (CSCI-UA 4)
• Web Development and Programming (CSCI-UA 61)
• Any more advanced course in this department for which a student meets the prerequisites. For example: Topics of General Computing Interest (CSCI-UA 380) or Introduction to Computer Science (CSCI-UA 101).

Joint Minor in Computer Science and Mathematics
The requirements are these four courses (16 points) with a grade of C or better:
• Calculus I and II (MATH-UA 121, 122), or Mathematics for Economics I and II (MATH-UA 211, 212). Students must choose one calculus track or the other and cannot mix courses from the two tracks.
• Introduction to Computer Science (CSCI-UA 101)
• Data Structures (CSCI-UA 102)

Students who wish to double-count courses for the math portion of the minor and another requirement may count at most two such courses toward the minor. At least two of the courses in total and at least one of the math courses must be taken in residence at New York University.

Joint B.S./B.S. Program with the NYU Tandon School of Engineering
The department offers CAS students a dual five-year B.S./B.S. program with the NYU Tandon School of Engineering. Students in the program receive the B.S. degree in computer science from CAS and the B.S. degree in computer engineering or electrical engineering from NYU Tandon. For further information visit cas.nyu.edu/engineering or visit the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

Policy on School of Engineering Courses
CAS students (whether majoring or minoring in this department or not) should take their computer science courses in CAS and not at Tandon School of Engineering. Note that CAS students are allowed to declare
Tandon’s cross-school minors in (1) computer engineering and (2) game engineering, as those areas of study are not available in CAS and do not duplicate CSCI-UA offerings. However, CAS students cannot declare Tandon’s cross-school minor in computer science.

Students pursuing any major or minor in the College’s Department of Computer Science may seek prior permission of the director of undergraduate studies to take advanced electives in the School of Engineering and apply them to their CAS course of study, but such exceptions will be rare. Any Tandon courses approved in this way will still count against each student’s 16-point allowance in the other divisions of NYU and cannot be applied to the 64 point UA residency requirement.

Honors Program
A degree in computer science is awarded with honors to selected majors who successfully complete the requirements of the honors program. The requirements (fifteen courses/60 points) include the following computer science courses: CSCI-UA 101, CSCI-UA 102, CSCI-UA 201, CSCI-UA 202, CSCI-UA 310, CSCI-UA 421, and CSCI-UA 453; two semesters of Independent Research (CSCI-UA 520 and 521); two advanced computer science electives at the 400 level; and the following mathematics courses: MATH-UA 120, MATH-UA 121 or 211, MATH-UA 122 or 212 (students must choose one calculus track or the other and cannot mix courses from the two tracks), and MATH-UA 140. Note that students who have taken Numerical Analysis (MATH-UA 252) must contact the director of undergraduate studies before registering for Numerical Computing (CSCI-UA 421).

Research work must culminate in a thesis (typically 40 to 60 pages in length) to be presented at the College’s Undergraduate Research Conference, held every April. An overall and major GPA of 3.65 is required.

Information on honors programs in the joint computer science/mathematics and economics/computer science majors can be found on the department’s website.

Computer Facilities
The Department of Computer Science has access to a variety of computers for both research and instructional use. The primary platforms for instructional use are PC and Mac. Upper-level courses may also use Linux workstations and servers and High Performance Computing resources. Most instructional facilities are operated by NYU Information Technology Services (ITS), and students should visit the ITS website for complete information on services, hours of operation, and conditions of access.

The Department of Computer Science also has its own network of Windows and Linux workstations, used primarily for research purposes. The department operates research laboratories for experimental computer science research in programming languages, distributed computing, computer vision, multimedia, and natural language processing; most are located at 60 Fifth Avenue. Selected undergraduates assist in work on these areas at this facility.

COURSES

Nonmajor Courses

Introduction to Computer Programming
CSCI-UA 2 Prerequisite: three years of high school mathematics or equivalent. No prior computing experience is assumed. Students with any programming experience should consult with the department before registering. Students who have taken or are taking Introduction to Computer Science (CSCI-UA 101) will not receive credit for this course. Does not count toward the computer science major; serves as the prerequisite for students with no previous programming experience who want to continue into CSCI-UA 101 and pursue the major. Offered every semester. 4 points.

A gentle introduction to the fundamentals of computer programming, which is the foundation of computer science. Students design, write, and debug computer programs. No knowledge of programming is assumed.

Introduction to Web Design and Computer Principles
CSCI-UA 4 Prerequisite: three years of high school mathematics or equivalent. No prior computing
experience is assumed. Students with computing experience should consult with the department before registering. Offered every semester. 4 points.

Introduces students to both the practice of web design and the basic principles of computer science. The practice component covers not only web design but also current graphics and software tools. The principles section includes an overview of hardware and software, the history of computers, and a discussion of the impact of computers and the Internet.

**Database Design and Web Implementation**
CSCI-UA 60  
Prerequisites: Introduction to Computer Programming (CSCI-UA 2) and Introduction to Web Design and Computer Principles (CSCI-UA 4). Offered in the spring. 4 points.

Introduces principles and applications of database design. Students learn to use a relational database system, learn web implementations of database designs, and write programs in SQL. Students explore principles of database design and apply those principles to computer systems in general and to their respective fields of interest.

**Web Development and Programming**
CSCI-UA 61  
Prerequisites: Introduction to Computer Programming (CSCI-UA 2) and Introduction to Web Design and Computer Principles (CSCI-UA 4). Offered in the fall and spring. 4 points.

Provides a practical approach to web technologies and programming. Students build interactive, secure, and powerful web programs. Covers client and server side technologies for the web.

**Topics of General Computing Interest**
CSCI-UA 380  
Topics determine prerequisites. 4 points.

Detailed descriptions available when topics are announced. Typical offerings include Computing in the Humanities and Arts and Introduction to Flash Programming. Does not count toward the computer science major.

**Major Courses**

**Introduction to Computer Science**
CSCI-UA 101  
Prerequisite: Introduction to Computer Programming (CSCI-UA 2) or departmental permission assessed by placement exam. Offered in the fall and spring. 4 points.

How to design algorithms to solve problems and how to translate these algorithms into working computer programs. Experience is acquired through projects in a high-level programming language. Intended primarily for computer science majors but also suitable for students of other scientific disciplines. Programming assignments.

**Data Structures**
CSCI-UA 102  
Prerequisite: Introduction to Computer Science (CSCI-UA 101). Offered in the fall and spring. 4 points.

Use and design of data structures, which organize information in computer memory. Stacks, queues, linked lists, binary trees: how to implement them in a high-level language, how to analyze their effect on algorithm efficiency, and how to modify them. Programming assignments.

**Computer Systems Organization**
CSCI-UA 201  
Prerequisite: Data Structures (CSCI-UA 102). Offered in the fall and spring. 4 points.

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

**Operating Systems**
CSCI-UA 202  
Prerequisite: Computer Systems Organization (CSCI-UA 201). Offered in the fall and spring. 4 points.

Covers the principles and design of operating systems. Topics include process scheduling and synchronization, deadlocks, memory management (including virtual memory), input/output, and file systems. Programming assignments.

**Basic Algorithms**
CSCI-UA 310  
Prerequisites: Data Structures (CSCI-UA 102) and Discrete Mathematics (MATH-UA 120). Offered in the fall and spring. 4 points.

Introduction to the study of algorithms. Presents two main themes: designing appropriate data structures and analyzing the efficiency of the algorithms that use them. Algorithms studied include sorting, searching, graph algorithms, and maintaining dynamic data structures. Homework assignments, not necessarily involving programming.

**Numerical Computing**
CSCI-UA 421  
Prerequisites: Computer Systems Organization (CSCI-UA 201), either Calculus I (MATH-UA 121) or both Mathematics for Economics
I and II (MATH-UA 211 and 212), and Linear Algebra (MATH-UA 140), or permission of instructor. Offered in the spring. 4 points.

The need for floating-point arithmetic, the IEEE floating-point standard, and the importance of numerical computing in a wide variety of scientific applications. Fundamental types of numerical algorithms: direct methods (e.g., for systems of linear equations), iterative methods (e.g., for a nonlinear equation), and discretization methods (e.g., for a differential equation). Numerical errors: can you trust your answers? Uses graphics and software packages such as Matlab. Programming assignments.

Computer Architecture
CSCI-UA 436 Prerequisites: Computer Systems Organization (CSCI-UA 201) and Discrete Mathematics (MATH-UA 120). Offered in the fall. 4 points.

The structure and design of computer systems. Basic logic modules and arithmetic circuits. Control unit design and structure of a simple processor; speed-up techniques. Storage technologies and structure of memory hierarchies; error detection and correction. Input/output structures, busses, programmed data transfer, interrupts, DMA, and microprocessors. Discussion of various computer architectures; stack, pipeline, and parallel machines; and multiple functional units.

Theory of Computation
CSCI-UA 453 Prerequisite: Basic Algorithms (CSCI-UA 310). Offered in the fall. 4 points.

A mathematical approach to studying topics in computer science, such as regular languages and some of their representations (deterministic finite automata, nondeterministic finite automata, regular expressions) and proof of nonregularity. Context-free languages and pushdown automata; proofs that languages are not context-free. Elements of computability theory. Brief introduction to NP-completeness.

Introduction to Robotics
CSCI-UA 465 Prerequisites: Operating Systems (CSCI-UA 202), Calculus I (MATH-UA 121), and Linear Algebra (MATH-UA 140). Offered in the spring. 4 points.

Examines basic algorithmic tasks that robots must solve; collision detection, motion planning, coordination, and the simultaneous localization and mapping (SLAM) problem. Introduces elements of computational geometry, kinematics, dynamics, and control theory. Requires a final project. Programming in Matlab (including Simulink) and C++/OpenGL.

Object-Oriented Programming
CSCI-UA 470 Prerequisite: Computer Systems Organization (CSCI-UA 201). Offered in the fall. 4 points.

Introduces the important concepts of object-oriented design and languages, including code reuse, data abstraction, inheritance, and dynamic overloading. Covers in depth those features of Java and C++ that support object-oriented programming and gives an overview of other object-oriented languages of interest. Significant programming assignments stressing object-oriented design.

Artificial Intelligence
CSCI-UA 472 Prerequisites: Computer Systems Organization (CSCI-UA 201) and Basic Algorithms (CSCI-UA 310). 4 points.

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

Introduction to Machine Learning
CSCI-UA 473 Prerequisites: Computer Systems Organization (CSCI-UA 201) and Linear Algebra (MATH-UA 140); corequisite: Basic Algorithms (CSCI-UA 310). 4 points.

This exciting and fast-evolving field of computer science has many recent consumer applications (e.g., Microsoft Kinect, Google Translate, iPhone’s Siri, digital camera face detection, Netflix recommendations, Google news) and applications within the sciences and medicine (e.g., predicting protein-protein interactions, species modeling, detecting tumors, personalized medicine). Students learn the theoretical foundations and how to apply machine learning to solve new problems.

Software Engineering
CSCI-UA 474 Prerequisites: Operating Systems (CSCI-UA 202) and Object-Oriented Programming (CSCI-UA 470). 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.

**Introduction to Cryptography**
CSCI-UA 478 *Identical to MATH-UA 243.*
Prerequisite: Basic Algorithms (CSCI-UA 310).
4 points.
An introduction to the principles and practice of cryptography and its application to network security. Topics include symmetric-key encryption (block ciphers, modes of operations, AES), message authentication (pseudorandom functions, CBC-MAC), public-key encryption (RSA, ElGamal), digital signatures (RSA, Fiat-Shamir), and authentication applications (identification, zero-knowledge).

**Special Topics in Computer Science**
CSCI-UA 480 *Topics determine prerequisites. May be repeated for major credit when different topics are covered. Offered in the fall and spring.* 4 points.
Detailed course descriptions are available when advanced topics are announced each semester. Typical offerings include, but are not limited to, Algorithmic Problem Solving, Applied Internet Technologies, Computer Graphics, Computer Vision, iOS Programming, Natural Language Processing, Open Source Software Development, and Parallel Computing.

**Research, Internship, and Independent Study**

**Undergraduate Research**
CSCI-UA 520, 521 *Prerequisite: permission of the department.* 4 points per term.
The student is supervised by a faculty member actively engaged in research, possibly leading to results publishable in the computer science literature. A substantial commitment to this work is expected. The research project may be one or two semesters, to be determined in consultation with the faculty supervisor. Students taking this course for honors in computer science are required to write an honors thesis. All other students must submit a write-up of the research results at the conclusion of the project.

**Internship in Computer Science**
CSCI-UA 897, 898 *Restricted to declared computer science majors. Internship credit does not count toward major requirements, but does apply toward completion of the CAS degree. CSCI-UA 897 is offered in the fall and CSCI-UA 898 in the spring.* 1 to 4 points per term.
An internship in computer science is an excellent complement to formal course work. We strongly recommend that students have some practical training along with their classroom experience, so they can explore different career options and gain hands-on experience. An internship is for majors only, and students must have an overall GPA of 3.0 and a computer science GPA of 3.5. The internship is graded.

**Independent Study**
CSCI-UA 997, 998 *Prerequisite: permission of the department. Does not satisfy the major elective requirement.* 1 to 4 points per term.
Students majoring in the department are permitted to work on an individual basis under the supervision of a full-time faculty member in the department if they have maintained an overall GPA of 3.0 and a GPA of 3.5 in computer science and have a study proposal that is approved by the director of undergraduate studies. Students are expected to spend about three to six hours a week on their project.

**Graduate Courses Open to Undergraduates**
A limited number of graduate courses are open to undergraduate students who have maintained a GPA of 3.5 or better in computer science, subject to permission of the director of undergraduate studies. These may be substituted for undergraduate elective credit, or reserved for graduate credit if the student is pursuing the accelerated master's program. Consult the department's website for details.
The NYU Creative Writing Program, among the most distinguished programs in the country, is a leading national center for the study of writing and literature. The undergraduate and graduate programs provide students with an opportunity to develop their craft while working closely with some of the finest poets and novelists writing today. The Creative Writing Program now occupies a lovely townhouse on West 10th Street in the same Greenwich Village neighborhood where so many writers have lived and worked. The Lillian Vernon Creative Writers House allows writers—established and emerging—to share their work in an inspiring setting.

The program’s distinguished faculty of award-winning poets and prose writers represents a wide array of contemporary aesthetics. Our instructors have been the recipients of Pulitzer Prizes, MacArthur Genius, Guggenheim, and NEA fellowships, National Book and National Book Critics Circle awards, Pushcart Prizes, the Whiting Writer’s Award, and more.

Undergraduates are encouraged to attend the program’s reading series, which brings both established and new writers to NYU. Writing prizes, special events, and our undergraduate literary journal, West 10th, further complement our course offerings and provide a sense of community for undergraduate writers. If you have questions about the minor in creative writing, please contact us at creative.writing@nyu.edu.
workshop in an alternative genre. Students may also repeat an 8-credit summer intensive to complete the 16-credit minor.

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

To declare the minor: Students in the College of Arts and Science may declare a creative writing minor by completing the minor declaration form on the program’s website. Students in other NYU schools may declare their minors on Albert or as directed by their home schools. The program recommends that all creative writing minors contact the undergraduate programs manager in the semester prior to graduation to verify that their minor declaration is on record and that they have fulfilled (or have enrolled in) all of the appropriate courses for the minor.

Policy on Course Substitutions

Students may petition to apply a maximum of one outside course toward the minor, either as the introductory prerequisite (equivalent to CRWRI-UA 815) or as an elective. An outside course is any NYU creative writing course without a CRWRI-UA rubric. To petition to substitute an outside course, students must complete the course substitution petition form (available on the program’s website) and provide the course syllabus (as described on the petition form). The undergraduate programs manager will review the submitted syllabus to verify course level and determine substitution eligibility. Students must petition for course substitution prior to registration.

If the program pre-approves a non-NYU course for substitution, it can only be counted toward the minor if 1. the Office of the Associate Dean for Students in CAS has also approved the course credit for transfer, and 2. the student receives a grade of C or better.

Study Away

Students wishing to begin the creative writing minor while studying away at an NYU site should register for Creative Writing (CRWRI-UA 9815) or, if studying away in the summer, for one of the 8-point intensives offered in Paris and Florence (CRWRI-UA 9818, 9819, 9828, or 9829). These courses are not considered outside courses and will automatically be counted toward the creative writing minor. All other creative writing courses taken away require a petition for substitution and are subject to approval by the program.

COURSES

The minor in creative writing offers an introductory course in poetry and fiction, as well as upper-level courses that focus on specific elements of formal and experimental poetry, fiction, and creative nonfiction. In addition to the on-campus creative writing courses offered throughout the year, special January term and summer programs offer students a chance to study intensively and generate new writing in Florence, New York, and Paris.

Creative Writing: Introduction to Fiction and Poetry
CRWRI-UA 815 Identical to CRWRI-UA 9815.
Workshop. Not repeatable for credit. Offered fall, winter, spring, and summer. 4 points.
An exciting introduction to the basic elements of poetry and fiction, with in-class writing, take-home reading and writing assignments, and substantive discussions of craft. Structured as a workshop: students receive feedback from their instructor and their fellow writers in a roundtable setting and should be prepared to offer their classmates responses to their work.

Intermediate Workshops in Fiction, Poetry, and Creative Nonfiction

Prerequisite for Fiction: Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835)
or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Fiction (CRWRI-UA 860), or equivalent. Workshop. Offered fall, winter, spring, and summer. 4 points.

Prerequisite for Poetry: Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Poetry (CRWRI-UA 870). Workshop. Offered fall and spring. 4 points.

Prerequisite for Creative Nonfiction: Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Creative Nonfiction (CRWRI-UA 880), or equivalent. Workshop. Offered fall and spring. 4 points.

Offer an opportunity to continue the pursuit of writing at the intermediate level. Integrate in-depth craft discussions and extensive outside reading to deepen students’ understanding of their chosen genre and broaden their knowledge of the evolution of literary forms and techniques. CRWRI-UA 816, 817 and 825 workshops are repeatable three times each for minor credit; advancement to level 820, 830 or 850 in these genres is optional.

Writers in New York: Fiction, Poetry, or Creative Nonfiction
CRWRI-UA 818 (Writers in New York: Fiction), CRWRI-UA 819 (Writers in New York: Poetry), CRWRI-UA 835 (Writers in New York: Creative Nonfiction) Workshop. Application required. Offered in the summer. 8 points each course.

Offer poets and fiction writers an opportunity to develop their craft while living the writer’s life in Greenwich Village. Students participate in daily workshops and craft classes, are mentored by accomplished professional writers, and attend readings, lectures, panel discussions, and seminars led by New York-based writers and editors. Assignments encourage immersion in the city. Students work intensively to generate new writing and also attend a lively series of readings, lectures, literary walking tours, and special events.

Advanced Workshops in Fiction, Poetry, and Creative Nonfiction
CRWRI-UA 820 (Advanced Fiction Workshop), CRWRI-UA 830 (Advanced Poetry Workshop), CRWRI-UA 850 (Advanced Creative Nonfiction Workshop)

Prerequisite for Fiction: Intermediate Fiction Workshop (CRWRI-UA 816), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Florence: Fiction (CRWRI-UA 9828), or equivalent. Workshop. Offered fall and spring. 4 points.

Prerequisite for Poetry: Intermediate Poetry Workshop (CRWRI-UA 817), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Poetry (CRWRI-UA 9829), or equivalent. Workshop. Offered fall and spring. 4 points.

Prerequisite for Creative Nonfiction: Intermediate Creative Nonfiction Workshop (CRWRI-UA 825), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Master Class in Creative Nonfiction (CRWRI-UA 880), or equivalent. Workshop. Offered fall and spring. 4 points.

Provide students with the opportunity to hone their individual voices and experiment with different aesthetic strategies in genre-specific workshops taught by eminent writers in the field. Focus on revision techniques, the development of sustainable writing processes, and the broadening of students’ knowledge of classical and contemporary masters. Each workshop has a distinct emphasis and area of exploration; course descriptions are available online prior to registration.

Master Classes in Fiction, Poetry, and Creative Nonfiction
CRWRI-UA 860 (Master Class in Fiction), CRWRI-UA 870 (Master Class in Poetry), CRWRI-UA 880 (Master Class in Creative Nonfiction)
Prerequisite for Fiction: Creative Writing
Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Intermediate Fiction Workshop (CRWRI-UA 816), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835) or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Advanced Fiction Workshop (CRWRI-UA 820) Recommended prerequisite: Advanced Fiction (CRWRI-UA 820). Workshop. Application required. Offered fall and spring. 4 points.

Prerequisite for Poetry: Creative Writing
Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Intermediate Poetry Workshop (CRWRI-UA 817), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Advanced Poetry Workshop (CRWRI-UA 830) Recommended prerequisite: Advanced Poetry (CRWRI-UA 830). Workshop. Application required. Offered fall and spring. 4 points.

Prerequisite for Creative Nonfiction: Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Intermediate Creative Nonfiction Workshop (CRWRI-UA 825), or Advanced Creative Nonfiction Workshop (CRWRI-UA 850), or equivalent. Recommended prerequisite: Advanced Creative Nonfiction (CRWRI-UA 850). Workshop. Application required. Offered fall and spring. 4 points.

Taught by acclaimed poets and prose writers to select NYU undergraduates. Manuscript submission is required for admission. Each is limited to 12 students and provides intensive mentoring and guidance for serious and talented undergraduate writers. Each master class has a distinct emphasis and area of exploration; course descriptions are available online prior to registration.

Creative Writing Internship
CRWRI-UA 980 Prerequisites: a declared minor in creative writing, two CRWRI-UA courses or the equivalent, and approval of the program. An internship may not be used to fulfill the minimum requirements of the minor. For full policies, registration procedures, and the application form, please visit the program's website. Offered fall, spring, and summer. 2 points.

Requires 8 to 12 hours of work per week. Must be with an external (non-NYU) organization related to creative writing (e.g., a literary agency, magazine, publisher, or outreach program) and should involve some substantive aspect of writerly work. Requires a final five- to seven-page report, and an evaluation is solicited from the intern's supervisor. Requires 8 to 12 hours of work per week. Must be with an external (non-NYU) organization related to creative writing (e.g., a literary agency, magazine, publisher, or outreach program) and should involve some substantive aspect of writerly work. Requires a final five- to seven-page report, and an evaluation is solicited from the intern's supervisor. Grading is pass/fail. Students are responsible for finding the internship and receiving program approval before the end of the Albert add/drop period each term.

Writers in Paris: Fiction or Poetry

Offers poets and fiction writers an opportunity to experience the writer's life in Paris. Students participate in daily workshops and craft classes, are mentored by accomplished professional writers, and attend readings and special seminars led by Paris-based writers and editors. Assignments encourage immersion in the city. Students work intensively to generate new writing and also attend a lively series of readings, lectures, literary walking tours, and special events.

Writers in Florence: Fiction or Poetry
CRWRI-UA 9828 (Writers in Florence: Fiction), CRWRI-UA 9829 (Writers in Florence: Poetry) Workshop. Application required. Offered in the summer. 8 points each course.

A literary retreat in Florence for poets and fiction writers. Students participate in daily workshops and craft classes, are mentored by acclaimed writers, and attend readings and special seminars on all aspects of the writer's life. Assignments are designed to encourage serious literary study, as well as immersion in the local landscape, and students are expected to work intensively to generate new writing.
DRAMATIC LITERATURE • COLLEGE OF ARTS AND SCIENCE • NEW YORK UNIVERSITY

MAJOR/MINOR IN

Dramatic Literature

as.nyu.edu/english/dramatic-literature • 244 Greene Street, New York, NY 10003-4573 • 212-998-8801

Chair of the English Department
Associate Professor Augst

Adviser for Dramatic Literature
Visiting Assistant Professor Woolf

The Program in Dramatic Literature offers students the opportunity to specialize in the critical, theoretical, literary, and historical aspects of theatre studies. In addition to courses offered each semester by the program’s core faculty in the Department of English, students take classes on theatre, drama, and performance in departments and schools throughout NYU, including practice-based courses. Students engage with works and traditions of drama and theatre dating from ancient times to the present, and take advantage of New York’s incomparably rich theatre landscape. An honors program is available for qualified students.

FACULTY

Professor Chaudhuri
Assistant Professor Jarcho
Visiting Assistant Professor Woolf

Affiliated Faculty
Amkpa (Tisch), Archer, Calderon (Tisch), Chioles, Guillory, Halpern, Iampolski, Lane, Meineck, Reiss, Taylor (Steinhardt), Vorlicky (Tisch), Ziter (Tisch)

PROGRAM

Major
A minimum of ten 4-point courses (40 points) offered by the program, which must include:

• History of Drama and Theatre I (DRLIT-UA 110)
• History of Drama and Theatre II (DRLIT-UA 111)
• One course in dramatic literature before 1900

Of the remaining seven courses, no more than five may be drawn from the areas of cinema and practical theatre combined.

Minor
Any four 4-point courses (16 points) offered by the program. Only two of the four may be in the areas of cinema and practical theatre combined.

Restrictions on Credit Toward the Major and the Minor
Courses used to satisfy requirements for either the major or minor in dramatic literature may not be used to satisfy the requirements for any other major or minor. Independent study courses and internships do not count toward the minimum requirements for the major or minor. Transfer students must complete at least half of the required courses for the major and minor programs at the College. Please note that 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 program’s undergraduate website during pre-registration each term for a list of courses that satisfy the requirements outlined above and for more detailed descriptions of the particular courses offered in a given term. The adviser is available throughout the term, as well as during registration periods, to discuss students’ educational and professional goals in general and the dramatic literature program in particular.

Honors Program
An honors program is offered for majors in their junior and senior years who have at least a 3.65 GPA both overall and in the major. The two core courses History of Drama and Theatre I and II (DRLIT-UA 110, 111)
MAJOR/MINOR IN DRAMATIC LITERATURE

must be completed when students apply. The honors program consists of two courses, a Junior Honors Seminar (DRLIT-UA 905) and a Senior Honors Thesis (DRLIT-UA 925). The honors thesis counts as an 11th course in the major. Dramatic literature majors pursuing this honors track may also satisfy the seminar requirement by taking, with the instructor’s permission, the Honors Seminar in the undergraduate Department of Drama at Tisch School of the Arts. Majors interested in honors should apply to the director of the program.

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

COURSES

Note: Majors and minors must register under the DRLIT-UA number for the courses listed below and not under cross-listed course numbers. Fulfillment of the College’s expository writing requirement is a prerequisite to all dramatic literature courses.

Survey Course in Dramatic Literature
Introduction to Drama and Theatre
DRLIT-UA 101 Offered periodically. 4 points.
What is theatre? Why do we do it? What does theatre contribute to our society? What role does it/can it play in the world? In other words: why is theatre important? Examines how performance both reflects and constitutes community and culture, and the numerous forms it takes around the world. Also considers the roles of the actor, director, playwright, and designer, and how they work together.

Core Sequence for Majors
History of Drama and Theatre I, II
DRLIT-UA 110, 111 Required for dramatic literature majors; non-majors may enroll with permission of the instructor. 4 points per term.
Examines selected plays central to the development of drama, with critical emphasis on textual analysis and historical context. The first semester covers the major periods of Greek and Roman drama; Indian, Japanese, and Chinese classical theatre; medieval drama; and theatre of the English, Italian, and Spanish Renaissance. The second semester begins with French neoclassical drama, and then draws on classical German theatre, nineteenth-century works from Europe and the U.S., turn-of-the-century realisms, and divergent currents of modernism.

Advanced Electives in Dramatic Literature
Acting Medieval Literature
DRLIT-UA 35 Identical to MEDI-UA 868. 4 points.
Approaches medieval literature as works that were acted out, sung, and narrated from memory as part of a storytelling tradition. Strongly performance-oriented: students draw on their dramatic and musical skills and interests to stage a medieval play, perform a substantial piece of narrative poetry, sing or play a body of medieval songs, or a similar endeavor.

Modern Drama
DRLIT-UA 113 Identical to THEA-UT 705. 4 points.
A study of the origins and development of influential theatrical movements of the 20th century. Specific topics vary by term and instructor.

Theory of Drama
DRLIT-UA 130 Identical to ENGL-UA 130. 4 points.
Explores traditions of philosophical and theoretical engagement with theatre and drama. What do theory and theatre have in common, and what can they learn from each other? How does theatre constitute a laboratory for aesthetic, conceptual, and political experimentation? How does theoretical philosophy depend on models of knowledge and action that derive from theatre? Specific topics vary by term and instructor.

Gay and Lesbian Theatre
DRLIT-UA 137 Identical to THEA-UT 624. 4 points.
Explores over 400 years of gay and lesbian characters and themes in Western theatre and performance. From Marlowe to Kushner, Broadway to the cutting edge of performance, examines gay and lesbian identities across time and performance genres against a background of cultural, social, sexual, and critical history.

Tragedy
DRLIT-UA 200 Identical to ENGL-UA 720, COLIT-UA 110. 4 points.
Historical and critical study of the idea and practice of tragedy from the Greeks to the present.
MAJOR/MINOR IN DRAMATIC LITERATURE

Greek Drama: Aeschylus, Sophocles, Euripides
DRLIT-UA 210 Identical to CLASS-UA 143. 4 points.
Covers—in the best available translations—the masterpieces of Aeschylus, Sophocles, and Euripides, including the place of the plays in the history of the drama and the continuing influence they have had on serious playwrights, including those of the 20th century.

Comedies of Greece and Rome
DRLIT-UA 211 Identical to CLASS-UA 144. 4 points.
Study of early comedy, its form, content, and social and historical background. Covers the Old Comedy of fifth-century Athens through the Attic New Comedy and Roman comedy. Authors include Aristophanes (11 comedies are studied, and one is staged); Euripides, whose tragedies revolutionized the form of both comedy and tragedy; Menander, whose plays were only recently discovered; and Plautus and Terence, whose works profoundly influenced comedy in Western Europe.

Shakespeare
DRLIT-UA 225 Identical to ENGL-UA 410. 4 points.
A survey of Shakespeare's major plays and poems, with attention to their historical, cultural, and theatrical contexts.

Restoration and 18th-Century English Drama
DRLIT-UA 235 4 points.
Study of the drama written for the London stage from the restoration of the Stuart monarchy in 1660 to the Stage Licensing Act in 1737, including urban comedies and classical tragedies, closet dramas and box-office successes, propaganda pieces and broad satires. Playwrights include John Dryden, Margaret Cavendish, George Etherege, William Congreve, Susanna Centlivre, Thomas Shadwell, George Farquhar, John Gay, George Lillo, Henry Fielding, David Garrick, and Richard Brinsley Sheridan.

Feminism and Theatre
DRLIT-UA 240 Identical to THEA-UT 623. 4 points.
A study of plays by female playwrights and feminist theatre from the perspective of contemporary feminist theory. Considerations include strategies for asserting new images of women on stage, the dramatic devices employed by female playwrights, lesbian aesthetics, race, class, and the rejection of realism. Possible plays and performance texts treated include those of Maria Irene Fornes, Caryl Churchill, Ntozake Shange, Adrienne Kennedy, Susan Glaspell, Aphra Behn, Holly Hughes, Karen Finley and Suzan-Lori Parks.

Modern British Drama
DRLIT-UA 245 Identical to ENGL-UA 614. 4 points.
Studies in the modern drama of England and Ireland. Among playwrights studied in different semesters are Shaw, Synge, O’Casey, Behan, Osborne, Pinter, Stoppard, Bond, Friel, Storey, Hare, Edgar, Brenton, Gems, Churchill, and Daniels.

Modern American Drama
DRLIT-UA 250 Identical to ENGL-UA 650, SCA-UA 842. 4 points.
Study of the drama and theatre of America since 1900, including Eugene O’Neill, Susan Glaspell, the Group Theatre, Thornton Wilder, Tennessee Williams, Arthur Miller, Edward Albee, Sam Shepard, David Mamet, Maria Irene Fornes, and David Henry Hwang.

Theatrical Genres
DRLIT-UA 251 Identical to THEA-UT 632. 4 points.
Content varies by semester. Explores one or more distinctive theatrical genres, such as tragedy, comedy, melodrama, satire, or farce, or plays of distinctive theatrical types, such as theatre of the absurd, the documentary play, or theatre of witness. Considers the role and function of the theatre within societies as a response to historical, psychological, and spiritual forces.

Major Playwrights
DRLIT-UA 254 Identical to ENGL-UA 652, THEA-UT 618. 4 points.
Content varies by semester. Focuses on two or three related playwrights: for example, Brecht and Shaw, Chekhov and Williams, Churchill and Bond, Beckett and Pinter, Strindberg and O’Neill. In-depth study of their writings, their theories, and the production histories of their plays in relation to biographical, cultural, political, and aesthetic contexts.

African American Drama
DRLIT-UA 255 Identical to ENGL-UA 255, THEA-UT 605. 4 points.
A careful examination of the evolving trends in black performance since World War II. Focuses on self-identified black playwrights who take ownership over U.S. history and also U.S. theatrical history, challenging expected notions of both. How their works reflect the social changes (civil rights, the cold war) and aesthetic changes (absurdism,
postmodernism, postcolonialism, hip hop) of the time period.

**Political Theatre**
DRLIT-UA 258 Identical to THEA-UT 622. 4 points.
Explores two kinds of interrelated political performances: performances of terror and torture employed by states to impose neoliberal economic policy on their subjects, and performances that deconstruct and resist free market capitalism. Considers the U.S.’s neocolonial relationship to sites in severe crisis—beginning in the 1970’s with Argentina, Brazil, Peru, and Bolivia, continuing through the end of the century in Indonesia, Poland, South Africa, China, and Russia, and most recently in Iraq via our “war on terror.” Examines how artists, performers, playwrights, and activists have staged the effects of neoliberal policy.

**17th-Century English Theatre**
DRLIT-UA 290 4 points.
Plays written by Shakespeare’s collaborators, rivals, and followers. We meet world-conquering heroes, murderous conspirators, riotous good-fellows, and star-crossed lovers while examining the fast-changing culture of Jacobean and Carolinian England, with its new patterns of urban life, emergent notions of republican politics and personal liberty, the discovery of new worlds and new sciences, and the increasing pressures of European war, revolution, and civil war. Authors include Francis Beaumont, Richard Brome, Thomas Dekker, John Fletcher, Ben Jonson, Christopher Marlowe, Philip Massinger, Thomas Middleton, John Milton, James Shirley, and John Webster.

**Theatre of Latin America**
DRLIT-UA 293 Identical to THEA-UT 748. 4 points.
Introduces theatre and performance practices throughout the Americas (U.S. Latin community, Mexico, Central America, South America, and the Hispanophone Caribbean). Considers how drama reflects the different histories and cultures of Latin America. Broader topics and contexts include politics, history, dictatorship and revolution, imperialism and colonialism, identity (gender, sexual, national, and racial/ethnic, among others), borders, mestizaje, and indigenous performances.

**Theatre in Asia**
DRLIT-UA 294 Identical to THEA-UT 744. 4 points.
Examines the extraordinary range of performance theories, practices, dramaturgical structures, and modes of spectatorship embodied in modern Asian performance. Primary focus on post-1945 performance and the questions it raises about tradition, modernity/alternative modernities, national identity, gender, sexuality, postcolonialism, interculturalism, transculturation, and globalization. Ranges broadly over India, Japan, China, Taiwan, Korea, and Southeast Asia, and considers new and experimental work as well as contemporary adaptations of classics and classical theatrical genres.

**The Avant-Garde**
DRLIT-UA 295. 4 points.
Nonliterary/multimedia theatre, performance, and dance theatre. Considers theatrical forms influenced by the theories of Artaud and the European avant-garde, as well as John Cage and visual aesthetics related to American acting, painting, collage, and environmental and conceptual art. Study of dadaist, surrealist, and futurist plays; multimedia happenings, fluxus events, and performance art; 1960s political theatre; and the work of experimental artists such as Richard Foreman, Robert Wilson, Meredith Monk, Pina Bausch, Jerzy Grotowski, Tadeusz Kantor, and the Wooster Group.

**History of American Musical Theatre**
DRLIT-UA 296 Identical to OART-UT 1922. 4 points.
Through audio and video recordings, slides, demonstrations, and visits to live performances, traces the musical’s relation to 19th century popular entertainments such as minstrelsy, vaudeville, and burlesque, as well as its relation to popular song and dance forms throughout the 20th century to the present day.

**Drama in Performance in New York**
DRLIT-UA 300 Identical to ENGL-UA 132. 4 points.
Examines the dynamic relationships between theatre, performance, and the city of New York. Considers how the city itself is constituted through different kinds of performances (even our own), and how performance serves as a mode of understanding urban processes. Drawing on the rich theatrical resources of New York City, students see approximately 12 performances from across the boroughs, covering Broadway to Off-Off, traditional to experimental theatre. Readings include plays and essays in theory and criticism.

**Topics in Performance Studies**
DRLIT-UA 301 Identical to THEA-UT 650. 4 points.
Content varies by semester. Uses key theoretical concepts from the field of performance studies to
examine a diverse range of performance practices. Topics include ritual studies, interculturalism, tourist performances, discourses of stardom, theatre anthropology, and documentary performances.

**Iran Arts Activism**
DRLIT-UA 303 Identical to OART-UT 1500.
4 points.
Utilizes social media as an online platform for contact and exchange with artists and curators of Iran's blossoming grassroots media art movement. Considers a wide range of aesthetic expressions: classical and modern poetry; 1950s USIA educational titles; filmfarsi comedy/melodrama; New Wave experimental, documentary, and fiction films; 1960s and 70s television, pop music; and modernist paintings; revolutionary propaganda murals and posters; bank notes; poetic Iran/Iraq war documentaries; 1980s and 90s child/art films; and post-90s classical and pop music.

**Interartistic Genres**
DRLIT-UA 508 Identical to THEA-UT 634. 4 points.
Content varies by semester. Explores the history and semiotics of one of several hybrid genres, such as opera, dance, drama, film adaptations of plays, or multimedia works.

**Contemporary European Theatre**
DRLIT-UA 609 4 points.
Introduces a range of dramatic writing and performance practices throughout Europe from the 1960s to the present with a strong emphasis on contemporary theatre and performance. Studies a variety of artistic movements (postdramatic theatre, theatre of the real, digital performance, physical theatre, Tanztheatre, and Regietheatre) alongside popular thematic concerns (war, the everyday, domestic life, race, immigration, capitalism, and violence).

**Electives in Practical Theatre**

**Stagecraft**
DRLIT-UA 635, 636 Identical to MPAET-UE 9, 10.
Either term may be taken alone for credit. 4 points per term.
Comprehensive, practical survey of the various technical aspects of theatrical production. First term explores the planning, construction, and painting of scenery and the architecture of the stage. Second term deals with stage electrics, lighting, crafts, sound technology, and special effects.

**Stage Lighting**
DRLIT-UA 641 Identical to MPAET-UE 1143.
4 points.
Theories of light and lighting. The practice of lighting the stage. Experiments with light as design.

**Costume Design**
DRLIT-UA 642 Identical to MPAET-UE 1175.
4 points.
Costume design for the modern stage; the history of fashion.

**Directing**
DRLIT-UA 643, 644 Identical to MPAET-UE 1081, 1082. Prerequisite: permission of the dramatic literature adviser; DRLIT-UA 643 is a prerequisite for DRLIT-UA 644. 4 points per term.
Elements of play scripts are analyzed and dramatized. Students may cast and rehearse brief scenes performed on Friday afternoons.

**Design for the Stage**
DRLIT-UA 645 Identical to MPAET-UE 1017.
4 points.
Design for today's stage in period and modern styles. Methods of originating and presenting a design conception. Practice in scene sketching.

**Styles of Acting and Directing**
DRLIT-UA 646, 647 Identical to MPAET-UE 1099, 1100. 4 points per term.
Scenes from period plays (Greek, Roman, Elizabethan, neoclassical French, Restoration, and 18th- and 19th-century European) are studied and performed with attention to performance styles and techniques.

**Fundamentals of Acting I**
DRLIT-UA 649 Identical to OART-UT 1924.
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 will 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.
Playwriting
DRLIT-UA 840 4 points. Prerequisites: Admission to the course is by application; please contact dramatic literature for information.
Identifies and then responds to the specific opportunities and challenges of writing for live performance. We analyze the very different ways other playwrights have done this, and locate specific strategies to adapt to our own ends. Preparation for each week includes reading assignments and written exercises, as well as progressive work towards a final project, the one-act play.

Electives in Cinema
Topics in World Cinema
DRLIT-UA 303 4 points.
Content varies by semester. Topics include Japanese, Chinese, and various East Asian cultures and their interactions with Western culture through the medium of cinema.

Film as Literature
DRLIT-UA 501 Identical to ENGL-UA 170. 4 points.
Content varies by semester, but will focus on the development of the film as a major art form and its relationship to other art forms. Particular attention will be paid 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
DRLIT-UA 503 Identical to ITAL-UA 174. 4 points.
Studies representations of Italian history, from ancient Rome through the Risorgimento, through the medium of film. Examines the use of filmic history as a means of forging national identity.

Italian Films, Italian Histories II
DRLIT-UA 506 Identical to ITAL-UA 175. 4 points.
Studies representations of Italian history, from the unification of Italy to the present, through the medium of film. Fascism, the resistance, 1968, and other events. Considers how film functions with respect to canonical national narratives and dominant systems of power.

Cinema and Literature
DRLIT-UA 504 Identical to FREN-UA 883. 4 points.
Considers various modes and genres, such as expressionism, social realism, and the projection of the hero. One film is viewed per week and analyzed through reading assignments that include novels, plays, and poems. Emphasis on the potentiality of different media and discovering the many facets of Europe and European experience on which these media so often focus.

Special Courses
Senior Honors Thesis
DRLIT-UA 925 Prerequisite: a 3.65 GPA (both overall and in the major) and permission of the director of the program. 4 points.

Senior Honors Colloquium
DRLIT-UA 926 Prerequisite: a 3.65 GPA (both overall and in the major) and permission of the director of the program. 4 points.

Topics in Dramatic Literature
DRLIT-UA 971 4 points.
Content varies by semester.

Internship
DRLIT-UA 980, 981 Prerequisite: permission of the director of the program. Open to qualified upper-class dramatic literature majors or minors, but may not be used to fulfill the minimum requirements of either the major or the minor. 2 or 4 points per term.
Requires a commitment of 8 to 12 hours of work per week in an unpaid position to be approved by the director of the program. The intern's duties on-site should involve some substantive aspect of work in drama. A written evaluation is solicited from the on-site supervisor at the end of the placement. The grade is based on a final project submitted to a faculty director with whom the student meets regularly over the semester to discuss the progress of the internship.

Independent Study
DRLIT-UA 997, 998 Prerequisite: permission of the director of the program. May not duplicate the content of a regularly offered course. Intended for qualified upper-class majors or minors in dramatic literature, 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 embodies the results of a semester's reading, thinking, and frequent conferences with the student's director. The paper must demonstrate the student's ability to investigate, collect, and evaluate his or her material, drawing conclusions that are discussed in a sound and well-written argument.
The Department of East Asian Studies offers students a comprehensive undergraduate program focusing on China, Japan, and Korea. The program combines the teaching of languages with the disciplinary study of diverse forms of cultural production and social practices. The curriculum emphasizes multi- and cross-disciplinary approaches to the study of documents, practices, and texts, and their regional and global interconnections. The department offers four-year language sequences in Chinese, Japanese, and Korean designed to facilitate the rapid acquisition of literacy in the target language. Students are encouraged to integrate their acquired language skills with the in-depth study of particular aspects of East Asian civilization through upper-level seminars, independent study, and, for qualified undergraduates, an honors research program. Students graduating from the Department of East Asian Studies go on to pursue a wide variety of professional careers related to the region, or continue their education at the graduate level in related fields.

**Major**

The major in the Department of East Asian Studies (EAS) consists of nine 4-point courses (36 points). Qualified students choose from the two areas of concentration outlined below.

**Language and Civilization Concentration**

Students must complete two courses (8 points) in a language (Chinese, Korean, or Japanese) at the advanced level or above. Elementary and intermediate courses do not count toward the major point total. No compromise on language levels is permitted.

In addition to the fulfillment of the language component, students must take seven civilization courses (28 points) from the department's offerings.

- One of these seven courses must be one of the following College Core Curriculum Cultures and Contexts offerings. No other Cultures and Contexts courses are considered as fulfilling this requirement, including Eastern Civilization or equivalent in Liberal Studies. Transfer students from Liberal Studies must take one of the courses listed below.
  - Cultures and Contexts: The Chinese and Japanese Traditions (CORE-UA 506)
  - Cultures and Contexts: Japan—A Cultural History (CORE-UA 507)
  - Cultures and Contexts: China (CORE-UA 512)
  - Cultures and Contexts: Korea (CORE-UA 543)
DEPARTMENT OF EAST ASIAN STUDIES

• Students must have at least one course in each of these three areas: China, Japan, and Korea.
• At least 20 of the 28 civilization points must be taken at the NYU New York campus. (See notes below for NYU Shanghai and NYU Abu Dhabi courses.)
• Students are only permitted to transfer up to 8 points in civilization and 8 points in language from non-NYU programs, if pre-approved by CAS and approved by the department.

Civilization Concentration

Students must complete nine East Asian Studies civilization courses (36 points). In this version, no language courses count toward the major.

• One of these nine courses must be one of the following College Core Curriculum Cultures and Contexts offerings. No other Cultures and Contexts courses are considered as fulfilling this requirement, including Eastern Civilization or equivalent in Liberal Studies. Transfer students from Liberal Studies must take one of the courses listed below.
  • Cultures and Contexts: The Chinese and Japanese Traditions (CORE-UA 506)
  • Cultures and Contexts: Japan—A Cultural History (CORE-UA 507)
  • Cultures and Contexts: China (CORE-UA 512)
  • Cultures and Contexts: Korea (CORE-UA 543)
• Students must have at least one course in each of these three areas: China, Japan, and Korea.
• At least 20 of the 36 points must be taken at the NYU New York campus. (See notes below for NYU Shanghai and NYU Abu Dhabi courses.)
• Students are only permitted to transfer up to 16 points in civilization from non-NYU programs, if pre-approved by both CAS and the department.

Notes Applying to Both Major Concentrations

• Courses must have an East Asian studies course number (EAST-UA) to count toward the EAS major.
• A grade of C or better is necessary in all courses used to fulfill major requirements; courses graded pass/fail do not count toward the major.
• An upper limit of 16 points can be transferred from outside NYU and applied to the major. This includes non-NYU study away credits, as well as credits from other universities in the United States. Transfer students from other universities should meet with the director of undergraduate studies (DUS) to discuss the number of points they can transfer from their previous institution toward the major. In all cases, transfer credits will be awarded only after CAS (or the appropriate school) has awarded University credit, and only after courses are reviewed at the departmental level for equivalence to NYU-NY standards. Please refer to “Policy on Transfer Credits and NYU Shanghai and NYU Abu Dhabi Courses” for additional information.
• Cantonese, Vietnamese, and Tibetan languages may not be counted toward either major or minor requirements.
• Qualified NYU Shanghai and/or NYU Abu Dhabi civilization courses count towards the major automatically. A language and civilization track major may apply up to 16 points toward the major—no more than 8 points in civilization and 8 points in language. A civilization track major may apply up to 16 points toward the major—no more than 16 points in civilization. A list of which courses qualify will be provided each semester on the website. Please refer to “Policy on Transfer Credits and NYU Shanghai and NYU Abu Dhabi Courses” for additional information.
• Courses listed as “electives” on the EAS departmental website course listings do not count toward the major; CAS First-Year Seminars may count toward the major, although the specific seminar must be approved by the DUS.
• No double-counting of courses will be permitted. Courses to be counted toward the EAS major must be exclusive to the EAS major, whether or not they are cross-listed with another department.
Minor in East Asian Civilization
Four civilization courses (16 points) in the Department of East Asian Studies.

Minor in Chinese
Four Chinese language courses (16 points) through the Advanced II level. Elementary I and II do not count toward fulfilling the minor requirements. Typical plan of study: Intermediate I, Intermediate II, Advanced I, and Advanced II.

Minor in Japanese
Four Japanese language courses (16 points) through the Advanced II level. Elementary I and II do not count toward fulfilling the minor requirements. Typical plan of study: Intermediate I, Intermediate II, Advanced I, and Advanced II.

Minor in Korean
Four Korean language courses (16 points) through the Advanced II level. Elementary I and II do not count toward fulfilling the minor requirements. Typical plan of study: Intermediate I, Intermediate II, Advanced I, and Advanced II.

Notes Applying to All Minor Tracks
• Chinese, Japanese, and Korean minors: If Advanced II of the target language is reached prior to fulfilling the 16 points, fourth-year language courses (i.e., past Advanced II) must be taken to fulfill the remaining points.
• At least 8 of the 16 points must be taken at the NYU New York campus.
• A grade of C or better is necessary in all courses used to fulfill minor requirements; courses graded pass/fail do not count toward the minor.
• No more than 8 points may be transferred and accepted toward any minor, subject to review by and approval of the director of undergraduate studies. (This includes courses taken at the NYU portals.) Courses submitted for transfer credit must first be approved by CAS (or the appropriate school); only after such approval can the DUS in East Asian studies make a determination at the departmental level. Please refer to "Policy on Transfer Credits and NYU Shanghai and NYU Abu Dhabi Courses" for additional information.
• Qualified NYU Shanghai and NYU Abu Dhabi civilization courses count toward the East Asian civilization minor. A list of which courses qualify will be provided every semester on the website. Please refer to "Policy on Transfer Credits and NYU Shanghai and NYU Abu Dhabi Courses" for additional information.
• No double-counting of courses will be permitted. Courses to be counted toward an EAS minor must be exclusive to that EAS minor, whether or not they are cross-listed with another department.
• Only the civilization minor (i.e., none of the language minors) can be used to satisfy the Expressive Culture requirement of the College Core Curriculum.

Policy on Transfer Credits and NYU Shanghai and NYU Abu Dhabi Courses
• Students who enter CAS as freshmen and choose the concentration in language and civilization may take up to 8 points in civilization and 8 points in language covering East Asia at NYU Shanghai and NYU Abu Dhabi. A list of the pre-approved courses can be found on the department’s website. These courses will be applied toward the major or minor for students who earn a C or better; they do not need to be pre-approved or reviewed.
• Students who enter CAS as freshmen and choose the concentration in civilization may take up to 8 points covering East Asia at NYU Shanghai and NYU Abu Dhabi. A list of the pre-approved courses can be found on the department’s website. These courses will be applied toward the major or minor for students who earn a C or better; they do not need to be pre-approved or reviewed.
• Students who enter CAS as transfer students and choose the concentration in language and civilization may apply up to 16 points toward the major or 8 points toward the minor, upon review and approval by the
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. Chinese grammar and sentence structures; to build up essential vocabulary; to read and write level-appropriate passages (100 to 150 characters long).

**Language Courses**

**Elementary Chinese I**

- **EAST-UA 201** **Prerequisite:** none. Offered every semester. 4 points.
  - Designed to develop language skills in listening, speaking, reading, and writing as it relates to everyday life situations. Objectives are: to master the Chinese phonetic system (pinyin and tones) with satisfactory pronunciation; to understand the construction of commonly used Chinese characters (both simplified and traditional) and learn to write them correctly; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write level-appropriate passages (100 to 150 characters long).

**Elementary Chinese II**

- **EAST-UA 202** **Prerequisite:** Elementary Chinese I (EAST-UA 201, 9201) or equivalent. Offered every semester. 4 points.
  - Objectives are: to continue mastering the Chinese phonetic system (pinyin and tones); to become further familiar with the construction of commonly used Chinese characters (both simplified and traditional); to understand and use correctly basic Chinese grammar and sentence structures; to continue building up essential vocabulary; to read and write level-appropriate passages (150 to 200 characters long).
Intermediate Chinese I
EAST-UA 203
Prerequisite: Intermediate Chinese I
(EAST-UA 204, 9203) or equivalent. Offered every semester. 4 points.
Designed to consolidate and develop overall aural-oral proficiency. Objectives are: to obtain information from more extended conversation; to express and expound on, at greater length, feelings and opinions on common topics; to develop vocabulary needed to discuss common topics and begin learning to decipher meaning of compound words; to develop reading comprehension of more extended narrative and expository passages; to write at greater length (200 to 250 characters long) personal narratives, informational narratives, and comparison and discussion of viewpoints with level-appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion.

Intermediate Chinese II
EAST-UA 204
Prerequisite: Intermediate Chinese I
(EAST-UA 203, 9203) or equivalent. Offered every semester. 4 points.
Designed to continue consolidating and developing overall aural-oral proficiency, gradually focusing more on semi-formal or formal linguistic expressions. Objectives are: to further develop competence in obtaining information from more extended conversation; to express and expound on, at more extended length, feelings and opinions on socio-cultural topics; to develop more specialized vocabulary needed to discuss these topics; to improve ability to decipher meaning of compound words; to further develop reading comprehension of extended narrative, expository, and simple argumentative passages; to learn to solve syntactical problems independently; to write at greater length (250 to 300 characters long) informational narratives and expository and simple argumentative passages with level-appropriate vocabulary and grammatical accuracy, as well as with basic syntactical cohesion.

Advanced Chinese I
EAST-UA 205
Prerequisite: Intermediate Chinese II
(EAST-UA 204, 9204) or equivalent. Offered every semester. 4 points.
Designed to further consolidate and develop overall language proficiency through studying articles on socio-cultural topics; to develop reading comprehension of texts with more advanced syntax; to learn to make context-based guesses about the meanings of new words; to further enhance ability to analyze as well as produce sentences with more complex syntactical features; to learn to write expository and argumentative passages at greater length; to learn to employ basic rhetorical devices in writing.

Advanced Chinese II
EAST-UA 206
Prerequisite: Advanced Chinese I
(EAST-UA 205, 9205) or equivalent. Offered every semester. 4 points.
Designed to further enhance oral and written communicative competence using formal linguistic expressions; to further expand specialized vocabulary and patterns necessary for conducting formal discussions of socio-cultural topics relevant to today’s China; to further improve reading comprehension of texts with more advanced syntax; to further develop competence in making context-based guesses about the meaning of new words; to further enhance ability to analyze as well as produce sentences with more complex syntactical features; to further improve ability to write expository and argumentative passages at greater length; to improve ability to effectively employ basic rhetorical devices in writing.

Translating Chinese
EAST-UA 210
Prerequisite: Intermediate Chinese II
(EAST-UA 204, 9204) or Intermediate Chinese for Advanced Beginners (EAST-UA 232). 2 points.
A selection of classical Chinese passages from philosophical and historical texts. Selection of texts may vary by term and instructor.

Readings in Chinese Poetry I
EAST-UA 213
Prerequisite: Advanced Chinese II
(EAST-UA 206, 9206) or permission of the instructor. Offered every fall. 2 points.
Integrates language learning with poetry study, introduces the formal structure of Chinese classical poetry, and surveys its stylistic variations at different historical conjunctures. Conducted primarily in Chinese, with English translations of the poems provided as references from time to time. Poems are generally selected from the time of the Book of Poetry (approximately 3,000 years ago) to the Tang Dynasty.

Readings in Chinese Poetry II
EAST-UA 214
Prerequisite: Readings in Chinese Poetry I (EAST-UA 213) or permission of the instructor. Offered every spring. 2 points.
Continuation of Readings in Chinese Poetry I, with poems selected from Tang and post-Tang period.

**Reading Confucius in Chinese**
EAST-UA 215  Prerequisite: Intermediate Chinese II (EAST-UA 204, 9204) or permission of instructor. Offered every two years. 2 points.
Combining methods from philology and philosophy, undertakes translation and interpretation of a selection of some 40-50 passages from the primary source of Confucius’ life and sayings, the Analects (Lunyu). Reference to related texts which developed or criticized ideas in the Analects.

**Readings in Chinese Culture I**
EAST-UA 221  Prerequisite: Advanced Chinese II (EAST-UA 206, 9206) or permission of the instructor. Offered every fall. Liao. 4 points.
Chinese language at fourth-year level. Designed to enhance Chinese proficiency through studying authentic materials rich in cultural connotations. Objectives are: to develop language skills needed for semi-formal and formal presentation on academic topics; to further improve reading comprehension and develop skills needed to conduct textual analysis of passages with sophisticated syntax and semantic nuance; to develop responsiveness to and ability to interpret stylized usage; to advance strategies for autonomous learning of Chinese language from an analytical perspective. Reading materials will generally be selected from China’s modern period (1919-1949).

**Readings in Chinese Culture II**
EAST-UA 222  Prerequisite: Readings in Chinese Culture I (EAST-UA 221) or permission of the instructor. Offered every spring. 4 points.
Continuation of Chinese language at fourth-year level, with reading materials generally selected from contemporary sources.

**Introduction to Classical Chinese**
EAST-UA 226  Prerequisite: Advanced Chinese II (EAST-UA 206, 9206) or permission of the instructor. Offered every fall. 4 points.
An introduction to basic syntax, grammar, and vocabulary with close readings of historically significant and canonical texts that are extremely rich in Chinese cultural connotation. A variety of genres: historical literature, philosophical and political writings, written correspondence, poetry, and essays. Aims to develop students’ reading comprehension skills in this highly stylized form of written Chinese, acquainting students not only with the classical Chinese cultural heritage but also with the underlying working mechanism that is in many ways relevant to the form and usage of today’s Mandarin Chinese.

**Country and City: Readings in Modern Chinese Literature and Film**
EAST-UA 227  Prerequisites: Readings in Chinese Culture II (EAST-UA 222) and permission of the instructor. Does not count toward the major or minor. Offered every year. J. Wang. 4 points.
Post-advanced-level and intensive readings in Chinese. The aim is to develop students’ skills in reading literary and cultural texts in their original language and sociohistorical context. Organized by an overall theme relevant to Department of East Asian Studies majors’ and graduate students’ training and professional development, such as country and city in modern China or women and revolution. Under the chosen rubric, reading materials are organized to both introduce students to major works in modern Chinese literature and culture and prepare them for further reading and independent research.

**Reading The Dream of the Red Chamber**
EAST-UA 228  Prerequisite: Readings in Chinese Culture II (EAST-UA 222) and permission of the instructor. Does not count toward the major or minor. Offered every year. J. Wang. 4 points.
The Dream of the Red Chamber is, by popular and scholarly consensus, the greatest literary achievement of vernacular fiction from imperial China. Through close reading and small-group discussion, students develop a high level of skill in literary translation, textual and discourse analysis, and critical interpretation, in addition to gaining an intimate knowledge of Chinese language, literary genres, cultural norms, and social conventions. The reading and discussion are conducted in Chinese.

**Elementary Chinese for Advanced Beginners**
EAST-UA 231  No prerequisite. Offered every semester. 4 points.
Intended for students who can converse in Mandarin Chinese about matters related to everyday life situations but cannot read and write at the same level. Students with no language background must enroll in Elementary Chinese I (EAST-UA 201).

**Intermediate Chinese for Advanced Beginners**
EAST-UA 232  Prerequisite: Elementary Chinese for Advanced Beginners (EAST-UA 231). Offered every semester. 4 points.
Designed for students with intermediate level Mandarin speaking proficiency who can understand and speak, with near-standard pronunciation and without major grammatical errors, conversational Chinese related to daily life situations and simple sociocultural topics. It aims to further strengthen students’ correct pronunciation and intonation, grammatical accuracy, and overall competence in reading and writing.

**Elementary Japanese I, II**
EAST-UA 247, 248 No previous training in the language is required for EAST-UA 247. Prerequisite for EAST-UA 248: EAST-UA 247 with a minimum grade of C-minus. Offered in the fall and spring. 4 points. Modern spoken and written Japanese. Designed to develop fundamental skills in the areas of speaking, listening, reading, and writing. Gives contextualized instructions to develop both communicative and cultural competency. Systematically introduces the Japanese writing system (Hiragana, Katakana, and Kanji).

**Intermediate Japanese I, II**
EAST-UA 249, 250 Prerequisite for EAST-UA 249: Elementary Japanese II (EAST-UA 248) with a minimum grade of C-minus. Prerequisite for EAST-UA 250: EAST-UA 249 with a minimum grade of C-minus. Offered in the fall and spring. 4 points. Stresses reading comprehension, spoken fluency, and composition, with materials organized around social and cultural topics. Continues to introduce new Kanji characters.

**Advanced Japanese I, II**
EAST-UA 252, 253 Prerequisite for EAST-UA 252: Intermediate Japanese II (EAST-UA 250) with a minimum grade of C-plus. Prerequisite for EAST-UA 253: EAST-UA 252 with a minimum grade of C-plus. Offered in the fall and spring. 4 points. Stresses reading comprehension, spoken fluency, and composition; uses original materials, such as newspaper/magazine articles, TV news, and video. Introduces additional Kanji characters. Advanced use of Japanese and character dictionaries.

**Elementary Korean I, II**
EAST-UA 254, 255 No previous training in the language is required for EAST-UA 254. Prerequisite for EAST-UA 255: EAST-UA 254 or placement exam. Offered in the fall and spring. 4 points. Introduces the Korean language and alphabet, Hangul. Provides a solid foundation in all aspects of the language, including speaking, listening, reading, and writing. Students study the language's orthographic and phonetic systems, grammar, syntax, and vocabulary within social and cultural contexts.

**Intermediate Korean I, II**
EAST-UA 256, 257 Prerequisite for EAST-UA 256: Elementary Korean II (EAST-UA 255) or placement exam. Prerequisite for EAST-UA 257: EAST-UA 256 or placement exam. Offered in the fall and spring. 4 points. Covers phonetics, grammar, syntax, and vocabulary. Emphasizes the development of communicative skills in speaking, reading, and writing. Develops the language's major social and cultural contexts. Requires students to write about and discuss various topics.

**Advanced Korean I, II**
EAST-UA 258, 259 Prerequisite for EAST-UA 258: Intermediate Korean II (EAST-UA 257) or placement exam. Prerequisite for EAST-UA 259: EAST-UA 258 or placement exam. Offered in the fall and spring. 4 points. Continuing development of skills in conversation, reading, and writing. Reading Korean newspapers and visiting Korean websites are integrated as part of instruction.

**Media Korean**
EAST-UA 261 Prerequisites: Advanced Korean II (EAST-UA 259) and permission of the instructor. Offered every year. 4 points. Fourth-year Korean. Improves students’ understanding of written and spoken Korean through exposure to various media sources, such as film, magazine, newspaper, TV, Internet, and user-created content (UCC). Students will learn Korean sentence patterns and vocabularies from the sources, develop advanced communication skills in Korean, and discuss various topics related to contemporary issues in Korea.

**Readings in Contemporary Japanese Writings**
EAST-UA 266 Prerequisites: Advanced Japanese II (EAST-UA 253) with a minimum grade of C-plus and permission of the instructor. Offered every year. 4 points. Fourth-year Japanese. Close readings of contemporary Japanese writing in such genres as social commentary, history, and literature. Emphasizes further reading and writing skills and, to a lesser extent, speaking and listening. Students develop further strategies for autonomous learning.
Readings in Modern Japanese Writings
EAST-UA 267 Prerequisites: Advanced Japanese II (EAST-UA 253) with a minimum grade of C-plus and permission of the instructor. Offered every year. 4 points.
Fourth-year Japanese. Further develops proficiency in speaking, listening, writing, and reading comprehension. Texts are drawn from modern Japanese literature, social commentary, and history. Students learn and practice a wider range of useful vocabulary and expressions, with reinforcement of previously learned grammatical patterns and structures.

Japanese for Reading Proficiency
EAST-UA 268 Prerequisites: by placement examination and permission of the instructor only. Offered every semester. 4 points.
Covers all grammatical structures and essential Kanji characters (550+) introduced in elementary and intermediate level study. Intended for students with a post-intermediate level of oral-aural skills. A self-paced study leading to proficiency in reading and writing for students seeking exemption from the CAS foreign language requirement or enrollment (by permission) in advanced Japanese courses.

Japanese Language and Structure in Mass Media
EAST-UA 269 Prerequisites: Intermediate Japanese I (EAST-UA 249) with a minimum grade of C-plus and permission of the instructor. Offered every year. 4 points.
Covers dynamic challenges posed to the formal structure of the language (for instance, grammar) as it is practiced in multiple mediums such as television, film (including anime), and print culture (graphic novels, and genre literature such as crime novels). Addresses the practice of translation (such as the grammar of cinematic modes juxtaposed with the grammar of literary language). Intended for post-Intermediate I through Advanced II students aiming to develop more oral-aural skills. (Post-Advanced II students should take Conversation and Composition in Japanese, EAST-UA 262.)

Writing Japanese in New Media
EAST-UA 272 Prerequisites: Intermediate Japanese II (EAST-UA 250) or equivalent and permission of instructor. Offered every year. 4 points.
Designed to further develop students’ writing skills using forms of new media, such as wiki and blog. Explores various forms and genres of writings and audiovisual materials.

Elementary Korean for Advanced Speakers
EAST-UA 281 No prerequisites. Offered every year. 4 points.
Covers first-year Korean in one semester. Designed for students who can understand and speak basic to intermediate conversational Korean but do not have previous formal language training in reading and writing. Aims to develop students’ correct pronunciation, grammatical accuracy, and overall competence in reading and writing.

Intermediate Korean for Advanced Speakers
EAST-UA 282 Prerequisite: Elementary Korean for Advanced Speakers (EAST-UA 281) or equivalent language proficiency. Offered every year. 4 points.
Covers second-year Korean in one semester. Designed for students with intermediate-level speaking proficiency but with reading and writing ability equivalent to a student who has completed elementary level Korean, and who can understand and speak (with near-standard pronunciation and without basic major grammatical errors) conversational Korean related to daily situations and simple socio-cultural topics. Aims to further strengthen students’ correct pronunciation and intonation, grammatical accuracy, ability to understand differences in nuance, and overall competence in reading and writing.

Readings in Modern Korean
EAST-UA 299 Prerequisites: Advanced Korean II (EAST-UA 259) and permission of the instructor. Offered every year. 4 points.
Fourth-year level. Provides students the opportunity to enhance their Korean literacy skills while doing some concentrated reading on issues, areas, and genres of their own interest. A wide range of texts is used in class, including fiction, poetry, social and cultural criticism, and journalism.

Civilization Courses
East Asian Art I: China, Korea, Japan
EAST-UA 91 Identical to ARTH-UA 510. 4 points. See description under art history.

Topics in World Cinema
EAST-UA 300 4 points.
Topics vary semester by semester.

Belief and Social Life in China
EAST-UA 351 Identical to RELST-UA 351. 4 points.
See description under religious studies.
China and Taiwan
EAST-UA 529 Identical to HIST-UA 529. Karl. 4 points.
Examines 20th-century Taiwan and China in their interrelationship and their divergent paths. Rather than a diplomatic or international relations approach, takes up crucial issues in the history of each polity and society. Substantial reading requirements and expectations for student participation.

Mao and the Chinese Revolution
EAST-UA 535 Identical to HIST-UA 546. Karl. 4 points.
The revolution made Mao as much as Mao made the revolution. We investigate Mao’s thoughts and theories as products of the revolutionary situation in China and the world in the 20th century, and of the revolutionary collective that gathered around Mao prior to and throughout his leadership of the Chinese Communist Party.

Gender and Radicalism in Modern China
EAST-UA 536 Identical to HIST-UA 536, SCA-UA 536. Karl. 4 points.
See description under history.

History of Modern Japan
EAST-UA 537 Identical to HIST-UA 537. Solt. 4 points.
See description under history.

Asia’s Revolutions: China/India/Vietnam, 1885-1962
EAST-UA 538 Identical to HIST-UA 538. Roberts and Young. 4 points.
A comparative approach to national independence movements and their contexts. Examines figures who led India and Vietnam from colonial subordination to independent nationhood and China from its semi-colonial status to liberation. Principal figures include Mohandas Gandhi, Mao Zedong, and Ho Chi Minh, with attention to Gokhale, Tilak, Jinnah, and Nehru (India); Li Hongzhang, Sun Yatsen, Chen Duxiu, La Dazhao, and Chiang Kai-shek (China); and Phan Boi Chau (Vietnam).

Seminar: Cold War in Asia
EAST-UA 552 4 points.
U.S. foreign policy in Asia since 1945 and how U.S. global interests and concerns sought to shape Asian realities (and were shaped in turn by them). Topics: the occupation of Japan and early U.S. global economic visions; the U.S. and the Chinese revolution; the Korean War and the isolation of China; the Vietnam War and the Kennedy/Johnson years; Nixon’s global geopolitical vision and policies; Carter and human rights diplomacy; Reagan and the Asian issues involved in an intensified Cold War against Russia; George H. W. Bush and Asia’s place in “a New World Order”; and the Clinton and George W. Bush years.

History of Modern Korea
EAST-UA 609 4 points.
Starts in the late 19th century and proceeds through the colonial period (1910-45), national partition (1945), the Korean War (1950-52), and the establishment of a “division system.” Examines issues of national sovereignty, class and gender, and democracy within a broader, East Asian/ global context.

Korean Modernism
EAST-UA 610 4 points.
Considers the problem of colonial modernism through a close reading of literary and other cultural texts from early 20th-century Korea. Questions the relationship among imperialism, writing, and subjectivity.

20th-Century Korean Literature in Translation
EAST-UA 611 4 points.
Traces literary development under the competing influences of tradition, history, and the West. Readings include drama, poetry, and fiction from modern and contemporary periods. Occasional lectures on classical forms of Korean literature and drama.

Japanese Cinema
EAST-UA 613 4 points.
Examines key theoretical and methodological issues in the study of Japanese cinema, such as the connections between Japanese films and cultural traditions, the effect of Americanization and modernization, the formation of national identity and specificity, and the “otherness” of Japanese cinematic form.

Aesthetics and Politics of Vision in Premodern Japan
EAST-UA 615 Looser 4 points.
A broad and interdisciplinary cultural history of Japan, roughly from the eighth century through the mid-19th. The focus is on visual regimes—differing conventions and practices of seeing—and on the changing role of aesthetics. These visual regimes are used to understand fundamental transformations in structures of power, community, and subjectivity. Draws on a range of materials, from literature to
landscape gardens, visual arts, architecture, and technologies.

**Approaches to Chinese Cinema**  
EAST-UA 618 4 points.  
The development of the cinema in 20th-century China is inextricably linked to the emergence of the modern Chinese nation-state. Emphasizes the thematic, cultural, and historical content of films, as well as formal issues of filmmaking techniques. Explores all periods from the earliest Chinese cinema to contemporary fifth- and sixth-generation film, Hong Kong, and contemporary transnational Chinese cinema.

**Mass Culture: Japan**  
EAST-UA 707 Looser. 4 points.  
Covers the early 20th century to life in Japan today. Considers differing theoretical positions on mass culture, everyday life, and modernity. Examples from cinema, animation, literature, and theatre, as well as new media and the fine arts. Utilizes a comparative perspective with the rest of Asia and with the West.

**Japanese Animation and New Media**  
EAST-UA 708 Looser. 4 points.  
Examines how 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 considered.

**Epic Romances of Asia: China, Japan, and Vietnam**  
EAST-UA 718 Roberts. 4 points.  
Comprehensive comparative study of three romantic classics: one Vietnamese (Tale of Kiều), one Japanese (Tale of Genji), and one Chinese (Dream of the Red Chamber), with selections from Buddhist texts. Topics: the role of heroines, the relationship of romance and marriage to political power and social customs, the authority of parents and elders, and how Confucian secular concepts of authority co-exist and contend with Buddhism’s reinterpretation of the secular world and offer of escape from worldly suffering.

**Topics in Japanese Literature**  
EAST-UA 719 4 points.  
Topics vary semester by semester.

**Readings in Chinese Philosophy and Culture**  
EAST-UA 722 Formerly Introduction to the Civilization of Imperial China. Roberts. 4 points.  
Coverage from the era of Confucius (d. 479 B.C.E.) to the unification of the realm in 206 B.C.E., the pre-imperial period that is also known as the warring states. Begins with the Analects to establish the key elements of Confucius’ ethical and political philosophy and then examines his critics and followers. Concludes with Sima Qian’s Record of the Historian (excerpts) and the novel The Three Kingdoms, respectively addressing the establishment of the Qin and Han dynasties and the fall of the Han dynasty.

**Historical Epics of China and Japan**  
EAST-UA 726 Roberts. 4 points.  
Comparative treatment of the two major military epics of China, The Three Kingdoms and Outlaws of the Marsh (Sanguo yanyi and Shuihu zhuan), and the major military epic of Japan, The Tale of the Heike (Heike monogatari). Themes: nature of dynastic rule, qualifications for kingship, relation of civil to military authority, diplomatic and military strategies, and the roles of Confucianism, Buddhism, and Daoism in these complex narratives.

**Topics in East Asian Classics**  
EAST-UA 728 Offered every two years. 4 points.  
Topics vary semester by semester.

**Traditional Drama of China and Japan**  
EAST-UA 729 Roberts. 4 points.  
Compares a selection of Chinese and Japanese pre-modern dramas and explores contrasts and parallels of incident, character, plot design, and theme in the two theatrical traditions. Attention to the historical background of each work and the social conditions and customs that each reflects. The cultural salience of each work is also considered.

**20th-Century Chinese Literature in Translation**  
EAST-UA 731 4 points.  
Explores changing trends in literary writing and how this relates to the social and historical contexts of the period. Literature as reflection on/of the culture and self-understanding of modern China.

**Modern Japanese Literature and its Filmic Expression**  
EAST-UA 733 4 points.  
Literature in its historical context. Topics include: the individual versus the bureaucracy, the struggle against the feudal past, intra-familial and generational conflict, the despised caste called Eta,
the instability of gender roles, and the sources of political fanaticism.

Japan Through Its Literature
EAST-UA 734 No knowledge of Japanese required. Roberts. 4 points.
Covers about 10 major Japanese literary works, starting with the 11th-century Tale of Genji. Includes the Zen diary Essays in Idleness, texts of Noh plays, the Chushingura, and plays of Chikamatsu. Moves on to a series of modern novels starting with Ukigumo and followed by The Broken Commandments, Sound of the Mountain, and The Waiting Years.

Vietnam: Its History
EAST-UA 737 Identical to HIST-UA 737. 4 points.
Focus on the American War in Vietnam. Begins by examining Vietnamese cultural and national identity and the impact of French colonialism and then examines: the war of 1946-54 between the French and the Viet Minh; the early American OSS links with Ho Chi Minh and the Truman administration’s deepening commitments to the French; the policies of the Eisenhower administration, from Dien Bien Phu and the Geneva Conference in 1954 to the decision to back Ngo Dien Diem; the deepening commitment of the Kennedy administration; the escalating war of the Johnson years; and the end of the war under Nixon and Ford. Concludes with legacies and interpretations of the war.

Introduction to Buddhism
EAST-UA 832 Identical to RELST-UA 832. 4 points.
See description under religious studies.

Topics in Asian Studies
EAST-UA 950 4 points.
Topics vary from semester to semester.

Topics in Korean Studies
EAST-UA 951 4 points.
Topics vary from semester to semester.

Topics in Chinese Studies
EAST-UA 952 4 points.
Topics vary from semester to semester.

Topics in Japanese Studies
EAST-UA 953 4 points.
Topics vary from semester to semester.

Internship
EAST-UA 980, 981 2 or 4 points per term.

Independent Study
EAST-UA 997, 998 2 or 4 points per term.
The Department of Economics prepares students to understand individual and group decision making, the structure of markets and economies, and the relationship between regions within the global economy. Although the department is large, its students enjoy an excellent student-faculty rapport. Many of the faculty members are associated with distinguished research institutions. By being able to study with faculty who are actively engaged in research, students learn not only about the fundamentals of economic theory but also how such theory is utilized. They have the opportunity to conduct research on their own. Honors students are required to write an honors thesis under direct faculty supervision.

Students majoring in economics have many options open to them after graduation. The major prepares them for graduate school in economics, business management, or public administration. Preprofessional students will find that an economics major not only fosters the discipline medical or law school demands, but provides a solid foundation for these and other careers. Employers and professional schools appreciate the skills acquired by economics students and hire economics majors because they can think quantitatively, qualitatively, and analytically. Studying economics at New York University is especially rewarding because of its urban environment. Students often find career opportunities on Wall Street, at the United Nations, or in various corporate, financial, governmental, agency, and nonprofit institutional settings.

The economics major offers two concentrations, policy and theory, as described below. Students with permission from the director of undergraduate studies may change from one concentration to the other, but certain rules apply. In either case, no course may be taken for which the student does not have the appropriate prerequisites; this includes mathematics prerequisites.

Students should review the Department of Economics website for more information about the major and meet with an adviser in the department to plan their course of study. Advisers are located at 19 West Fourth Street, Rooms 836 and 837. Students are strongly advised to begin this sequential major as early as possible. Ideally, six full semesters are required to complete the major. It is impossible to complete the major in fewer than five semesters. Students considering honors in the major should speak to an economics adviser and complete the statistics requirement as soon as possible.
A grade of C or better is required for a course to be counted toward the major, as well as to satisfy the mathematics prerequisites. No course for the major may be taken pass/fail. If a student fails a course required for the major, the course must be retaken in the department; a course taken outside the University cannot be substituted for a failed course.

Students must pay close attention to the prerequisites for each course, as they are strictly enforced. Students who do not meet the minimum C requirement in a prerequisite course(s) will be de-enrolled at the beginning of each semester. A grade of P, I, or W does not satisfy the minimum grade requirement.

Transfer credit toward the major will be awarded on a case by case basis. Transfer students must consult the department's website for details.

The department requires that all economics majors take an exit exam before graduation. No preparation is necessary, and the grade has no impact on a student's academic record. The exam takes only one hour. Students are contacted by the department in their senior year with logistical details. The results are used by the department to evaluate the major.

**Advanced Standing Credit**

Advanced Placement (AP), A Level, International Baccalaureate (IB), or equivalent credits place students out of one or both of Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2) and also count toward the total number of courses required for the major or minor. For AP, a score of 4 or 5 is acceptable. For IB, the College accepts only High Level (HL) exams with a score of 6 or 7; for A Level examinations, CAS accepts only a score of B or higher.

However, AP, A Level, IB, or equivalent credit in statistics is not acceptable for the economics major. In addition, advanced standing credit in calculus does not substitute for either or both semesters of Mathematics for Economics I, II (MATH-UA 211, 212), although students may take a placement exam administered by the Department of Mathematics.

**Policy Concentration**

The policy concentration of the major in economics is intended for the student who is primarily interested in applying economic analysis to an understanding of economic problems and policies. The elective courses allow students to focus on specific problems and topics that match their interests and career plans. This concentration corresponds most closely to the economics major that is offered by other leading colleges and universities. It is particularly well suited for students planning careers in law, public policy, business, or any other field in which a thorough understanding of economics is beneficial. Students in the policy concentration can pursue a Ph.D. in economics or finance if they supplement their course work with additional courses in mathematics.

The policy concentration requires at least ten courses (40 points) in the Department of Economics.

Seven core courses are required:

- Introduction to Macroeconomics (ECON-UA 1)
- Introduction to Microeconomics (ECON-UA 2)
- Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11)
- Intermediate Macroeconomics (ECON-UA 12) or Macroeconomic Analysis (ECON-UA 13)
- Statistics (ECON-UA 18) or Analytical Statistics (ECON-UA 20)
- One course chosen from International Economics (ECON-UA 238), Urban Economics (ECON-UA 227), or Money and Banking (ECON-UA 231)
- Introduction to Econometrics (ECON-UA 266)

Policy concentration majors must also take three electives in the department. Of these three electives, at most one can be numbered ECON-UA 200-299 and at least two must be numbered ECON-UA 300-399. With permission, students in the policy track will be allowed to take courses from the theory track.

A student may choose to take two out of the three courses International Economics (ECON-UA 238), Urban Economics (ECON-UA 227), and Money and Banking (ECON-UA 231). One of them will count toward the core course requirement (above), and the other will count toward the 200-level elective requirement.
Mathematics requirement: In addition to the ten ECON-UA courses noted above, policy concentration students must complete Mathematics for Economics I and Mathematics for Economics II (MATH-UA 211, 212) with a C or better. Advanced Placement (or equivalent) credit in calculus cannot substitute for them and does not allow a student to place ahead in the two-semester sequence, although students may take a placement exam administered by the Department of Mathematics. We strongly recommend that students take Introduction to Microeconomics (ECON-UA 2) and Mathematics for Economics I (MATH-UA 211) in the same semester. Note that Mathematics for Economics I is a prerequisite for Mathematics for Economics II.

Prerequisites: Algebra and Calculus (MATH-UA 9), or its equivalent, is required for both Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2).

Introduction to Microeconomics (ECON-UA 2), Mathematics for Economics I (MATH-UA 211), and Mathematics for Economics II (MATH-UA 212) are all required for entry into Intermediate Microeconomics (ECON-UA 10).

Introduction to Macroeconomics (ECON-UA 1) and Intermediate Microeconomics (ECON-UA 10) are the prerequisites for Intermediate Macroeconomics (ECON-UA 12).

Theory Concentration

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

The theory concentration requires at least ten courses (40 points) in the Department of Economics.

Six core courses are required:

• Introduction to Macroeconomics (ECON-UA 1)
• Introduction to Microeconomics (ECON-UA 2)
• Analytical Statistics (ECON-UA 20)
• Microeconomic Analysis (ECON-UA 11)
• Macroeconomic Analysis (ECON-UA 13)
• Introduction to Econometrics (ECON-UA 266)

Theory concentration majors must also take four electives in the department. Of these four electives, at most two can be numbered ECON-UA 200-299 and at least two must be numbered ECON-UA 300-399.

Mathematics requirement: In addition to the ten ECON-UA courses noted above, theory concentration students must complete Mathematics for Economics I and Mathematics for Economics II (MATH-UA 211, 212) with a C or better. Advanced Placement (or equivalent) credit in calculus cannot substitute for them and does not allow a student to place ahead in the two-semester sequence, although students may take a placement exam administered by the Department of Mathematics. We strongly recommend that students take Introduction to Microeconomics (ECON-UA 2) and Mathematics for Economics I (MATH-UA 211) in the same semester. Note that Mathematics for Economics I is a prerequisite for Mathematics for Economics II.

Theory concentration majors are not required to take Mathematics for Economics III (MATH-UA 213) unless they are pursuing a joint major between economics and either computer science or mathematics; see below. They may take MATH-UA 213 as an elective.

Prerequisites: Students must observe all prerequisites for courses in the theory concentration, as they are strictly enforced. See course descriptions for prerequisites.

Joint Major in Economics and Computer Science

This is an interdisciplinary major (twenty-two courses/88 points) offered by the Department of Economics with the Department of Computer Science. Only those students that are following the theory track in economics are eligible to pursue this joint major. The major has requirements in three departments, including mathematics.
Students must complete one CSCI-UA course with a recorded grade of C or better before they can declare this joint major (this policy applies to all NYU students, not just to those matriculated in CAS). A grade of C or better is necessary in all courses used to fulfill joint major requirements. Interested students should consult with the director of undergraduate studies in both departments for additional information.

The economics requirements (nine courses/36 points) are as follows:

- Introduction to Macroeconomics (ECON-UA 1)
- Introduction to Microeconomics (ECON-UA 2)
- Microeconomic Analysis (ECON-UA 11)
- Macroeconomic Analysis (ECON-UA 13)
- Analytical Statistics (ECON-UA 20)
- Introduction to Econometrics (ECON-UA 266)
- Two ECON-UA theory electives at the 300 level
- One additional ECON-UA elective

The computer science requirements (nine courses/36 points) are as follows:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
- Computer Systems Organization (CSCI-UA 201)
- Operating Systems (CSCI-UA 202)
- Basic Algorithms (CSCI-UA 310)
- Plus four computer science electives at the 400 level. One of these electives may be replaced by Linear Algebra (MATH-UA 140), or by Strategic Decision Theory (ECON-UA 310), Advanced Micro Theory (ECON-UA 365), or Topics in Economic Theory (ECON-UA 375).

The mathematics requirements (four courses/16 points) are as follows:

- Discrete Mathematics (MATH-UA 120)
- Math for Economics I (MATH-UA 211)
- Math for Economics II (MATH-UA 212)
- Math for Economics III (MATH-UA 213)

**Joint Major in Economics and Mathematics**

A joint major (eighteen courses/72 points) is offered by the Departments of Economics and Mathematics. In the economics department, joint majors with mathematics must take the theory concentration. Nine courses must be taken from each department. Interested students should consult with the director of undergraduate studies in both departments for additional information.

The economics requirements (nine courses/36 points) are as follows:

- Introduction to Macroeconomics (ECON-UA 1)
- Introduction to Microeconomics (ECON-UA 2)
- Microeconomic Analysis (ECON-UA 11)
- Macroeconomic Analysis (ECON-UA 13)
- Analytical Statistics (ECON-UA 20) if not taking Mathematical Statistics (MATH-UA 234)
- Introduction to Econometrics (ECON-UA 266)
- Plus any three economics elective courses, at least two of which must be theory electives numbered ECON-UA 300-399. Note that students who take MATH-UA 234 instead of ECON-UA 20 for the statistics requirement must take a total of four ECON-UA electives.

Of the nine mathematics courses (36 points), the following five are required (note that students must choose one calculus track or the other and cannot mix courses from the two tracks):

- Math for Economics I (MATH-UA 211) or Calculus I (MATH-UA 121)
- Math for Economics II (MATH-UA 212) or Calculus II (MATH-UA 122)
- Math for Economics III (MATH-UA 213) or Calculus III (MATH-UA 123)
DEPARTMENT OF ECONOMICS

- Linear Algebra (MATH-UA 140)
- Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328)

Four additional MATH-UA courses must be completed from the following choices: Theory of Probability (MATH-UA 233), Mathematical Statistics (MATH-UA 234), Probability and Statistics (MATH-UA 235), Combinatorics (MATH-UA 240), Theory of Numbers (MATH-UA 248), Mathematics of Finance (MATH-UA 250), Mathematical Modeling (MATH-UA 251), Numerical Analysis (MATH-UA 252), Ordinary Differential Equations (MATH-UA 262), Partial Differential Equations (MATH-UA 263), Chaos and Dynamical Systems (MATH-UA 264), Functions of a Complex Variable (MATH-UA 282), Honors Analysis II (MATH-UA 329), or Algebra (MATH-UA 343).

Minor in Economics

Students may minor in economics in either the theory or policy concentration. A grade of C or better is required for a course to be counted toward the minor in economics. If a student fails a course required for the minor, the course must be retaken in the department; a course taken outside the University cannot be substituted for a failed course. No course for the minor may be taken as pass/fail.

Policy minor: At least 24 points (six courses) are to be taken in the Department of Economics, including Introduction to Macroeconomics (ECON-UA 1), Introduction to Microeconomics (ECON-UA 2), Statistics (ECON-UA 18), International Economics (ECON-UA 238), and two additional 4-point courses numbered ECON-UA 200-299. All prerequisites will be strictly enforced, including mathematics prerequisites. Note that Mathematics for Economics I (MATH-UA 211), or alternatively Calculus I (MATH-UA 121), is a prerequisite for Statistics (ECON-UA 18) but does not count toward the 24 points required for this minor.

Theory minor: At least six courses (24 points) are to be taken in the Department of Economics, including Introduction to Macroeconomics (ECON-UA 1), Introduction to Microeconomics (ECON-UA 2), Analytical Statistics (ECON-UA 20), either Microeconomic Analysis (ECON-UA 11) or Macroeconomic Analysis (ECON-UA 13), and any other two electives in the theory sequence for which the student has the prerequisites. All prerequisites (including any in MATH-UA courses) will be strictly enforced. Note that Math for Economics I (MATH-UA 211) and Math for Economics II (MATH-UA 212) are prerequisites for Analytical Statistics (ECON-UA 20), Microeconomic Analysis (ECON-UA 11), and Macroeconomic Analysis (ECON-UA 13).

Honors Program

Honors may be taken in either the policy or the theory concentration of the major in economics. Honors students are required to participate in a year-long honors program in their senior year and write a thesis under faculty supervision. Students interested in graduate or professional school are especially urged to pursue honors. Interested students must consult with the director of undergraduate studies. Ideally, students should speak to the economics department advisers early in their sophomore year to begin planning for honors.

A 3.65 overall GPA and a 3.65 average in economics courses are both required. Students who wish to obtain honors register for a three-course sequence beginning no later than the spring semester of their junior year: Introduction to Econometrics (ECON-UA 266), Honors Tutorial (ECON-UA 410), and Honors Thesis (ECON-UA 450). Students pursuing honors are strongly encouraged to take Advanced Econometrics (ECON-UA 402).

Honors students are required to take at least eleven courses (44 points) in either the policy concentration or the theory concentration, as outlined below.

Honors in Policy Concentration

- Introduction to Macroeconomics (ECON-UA 1)
- Introduction to Microeconomics (ECON-UA 2)
- Statistics (ECON-UA 18)
- Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11)
- Intermediate Macroeconomics (ECON-UA 12) or Macroeconomic Analysis (ECON-UA 13)
- One course chosen from International Economics (ECON-UA 238), Urban Economics
Some courses are designated either "P" or "T" (or both). "P" alone represents courses open only to students in the policy concentration; "T" alone represents courses open only to students in the theory concentration; and "P, T" represents courses that are open to students in either concentration. Students in the policy concentration can take courses in the theory concentration with permission of the instructor.

Students must pay careful attention to prerequisites, as they are strictly enforced in this sequential major, and should refer to Albert for up-to-date listings of 200 and 300 level elective course offerings each semester.

### Introductory Core Courses

**Introduction to Macroeconomics (P, T)**

ECON-UA 1  **Formerly Economic Principles I.**

Prerequisite: Algebra and Calculus (MATH-UA 9) or equivalent. Offered every semester. 4 points.

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

**Introduction to Microeconomics (P, T)**

ECON-UA 2  **Formerly Economic Principles II.**

Prerequisite: Algebra and Calculus (MATH-UA 9) or equivalent. Offered every semester. 4 points.

Focuses on individual economic decision-makers—households, business firms, and government agencies—and how they are linked together. The emphasis is on decision making by households and firms and how these decisions shape our economic life. Explores the different environments in which businesses sell their products, hire workers, and raise funds to expand their operations; the economic effects of trade between nations; and the effects of various government policies, such as minimum-wage legislation, rent controls, antitrust laws, and more.

### Statistics (P)

ECON-UA 18  **Prerequisite: Mathematics for Economics I (MATH-UA 211) or Calculus I (MATH-UA 121). Restrictions: not open to any student who has taken Analytical Statistics (ECON-UA 20); not open to seniors. Offered every semester. 4 points.**

Provides a foundation in probability and statistics for students majoring in economics. Topics: introduction to random variables and probability distributions; relations between random variables; introduction to statistical estimation theory; properties of estimators; statistical inference; simple linear regression.

### Analytical Statistics (T)

ECON-UA 20  **Prerequisite: Mathematics for Economics II (MATH-UA 212). Restrictions: not open to any student who has taken Statistics (ECON-UA 18); not open to seniors. Offered in the spring. 4 points.**

Provides a rigorous foundation in probability and statistics. Topics: random variables and probability distributions; relations between random variables; estimation theory; properties of estimators; statistical inference; introduction to linear regression.
Intermediate Core Courses

Intermediate Microeconomics (P)
ECON-UA 10 Prerequisites: Introduction to Microeconomics (ECON-UA 2) and Mathematics for Economics II (MATH-UA 212). Not open to seniors. Offered every semester. 4 points.
How 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 as a network of interrelated decisions, with the market process serving to communicate information to decision makers.

Microeconomic Analysis (P, T)
ECON-UA 11 Prerequisites: Introduction to Microeconomics (ECON-UA 2) and either Mathematics for Economics II (MATH-UA 212) or Calculus III (MATH-UA 123). Not open to seniors. Offered in the fall. 4 points.
Rigorous examination of consumer choice, profit maximizing behavior on the part of firms, and equilibrium in product markets. Topics include choice under uncertainty, strategic interactions between firms in noncompetitive environments, intertemporal decision making, and investment in public goods.

Intermediate Macroeconomics (P)
ECON-UA 12 Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Intermediate Microeconomics (ECON-UA 10). Not open to seniors. Offered every semester. 4 points.
Study of aggregate economic analysis with special attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them.

Macroeconomic Analysis (P, T)
ECON-UA 13 Prerequisite: either Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11). Not open to seniors. Offered in the spring. 4 points.
Study of aggregate economic analysis, with attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them.

International Economics (P)
ECON-UA 238 Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every semester. 4 points.
Focuses on international trade in goods, services, and capital. Topics include gains from trade and their distribution; analysis of protectionism; strategic trade barriers; the trade deficit; exchange rate determination; and government intervention in foreign exchange markets.

Introduction to Econometrics (P, T)
ECON-UA 266 Prerequisites: Mathematics for Economics II (MATH-UA 212), plus either Statistics (ECON-UA 18) or Analytical Statistics (ECON-UA 20). Not open to any student who has taken Topics in Econometrics (ECON-UA 380). Offered every semester. 4 points.
Application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra as the main tool of analysis. Acquaints students with basic estimation theory and techniques in the regression framework. Heteroskedastic errors and time-series data, instrumental variables estimation, and discrete choice models are also covered.

Elective Courses: 200 Level

Economic History of the United States (P, T)
ECON-UA 205 Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every year. 4 points.
Analytic survey of the structure of the U.S. economy. National income and its distribution; population and land; capital accumulation and development of financial institutions; labor and labor unions; technological change; the market, both domestic and foreign; and the economic effects of government policy.

History of Economic Thought (P, T)
ECON-UA 206 Formerly ECON-UA 106. Prerequisite: Introduction to Macroeconomics (ECON-UA 1). Not open to any student who has taken ECON-UA 106. Offered every semester. 4 points.
Moves from mercantilism to the classical school’s main figures (Smith, Malthus, Ricardo, Mill, and others). Ends with Marx’s reaction to classical doctrines and the Marginalist Revolution of the late 19th century, which set the foundation of modern neoclassical economics. Topics: factors determining the value of commodities; principles that ought to govern the allocation of wealth; and theories of economic growth and historical change, including predictions about the future of capitalism.
Ethics and Economics (P, T)
ECON-UA 207 Prerequisite: Introduction to Microeconomics (ECON-UA 2). Offered every year. 4 points.
Topics: the ethical presuppositions of modern economic theory (especially welfare economics), utilitarian ethics, the moral status of free exchange, the ethical implications of imperfect knowledge between bargaining parties, cost-benefit analysis and human rights, the economic content of the "general welfare," and laissez-faire.

Policy Ideas in the History of Economic Thought (P)
ECON-UA 208 Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every year. 4 points.
Selected policy recommendations drawn from classical to present-day economic thought. Some of the thinkers are Adam Smith, Jeremy Bentham, John Stuart Mill, Philip Wicksteed, Arthur C. Pigou, John Maynard Keynes, Friedrich Hayek, and such modern behavioral economists as Richard Thaler. Policies and writers may vary each year. Topics range widely: the protection of domestic industry, use of taxes to deal with external effects, property rights, the government direction of investment, and alternatives to revealed preference as a welfare standard.

Financial Crises (P)
ECON-UA 225 Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every year. 4 points.
Examines various policy options that may prevent and mitigate financial crises and the restructuring of the global financial architecture to prevent or limit future crises. Focuses primarily on the United States and on the most recent financial crisis, but also treats earlier financial crises in the U.S. (such as the Great Depression) and past financial bubbles, such as the 17th-century Dutch tulip mania and the 1997 Asian crisis.

Urban Economics (P, T)
ECON-UA 227 Identical to SCA-UA 751.
Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every semester. 4 points.
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; urban poverty; the urban public economy; housing and land-use problems; transportation problems; and special problems within the public sector.

Money and Banking (P, T)
ECON-UA 231 Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every semester. 4 points.
Money supply; banking as an industry; banks as suppliers of money; the Federal Reserve System and monetary control; monetary theory; and contemporary monetary policy issues.

Poverty and Income Distribution (P, T)
ECON-UA 233 Prerequisite: Introduction to Microeconomics (ECON-UA 2). Offered every year. 4 points.
Defines poverty and welfare. Analyzes who the poor are, why some people are rich and others poor, equality of opportunity, income and status, inequality, trends in the degree of inequality, government's role in income distribution, and international comparisons of inequality.

Privatization (P)
ECON-UA 270 Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every year. 4 points.
Analyzes the principles and practices underlying the privatization of public enterprises and governmental functions. Evaluates the criticism directed at public ownership and examines an alternative to privatization: reforming state-owned enterprises and public administration. Topics: the roles of ownership and competition in stimulating efficiency, the implications of separation of ownership from management in distinguishing between private and public enterprises, conditions for successful divestiture programs, privatization's employment impact, and contracting out of government services.

Topics in Economic Analysis I (P)
ECON-UA 290 Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every year. 4 points.
For departmental or visiting faculty who wish to give courses in fields that are not in the permanent course offerings. A specific topic presented in any one semester is unlikely to be repeated. Students may count only one such "topics course" for the major.
Politics and Finance: Honors Seminar (P)
ECON-UA 296 Identical to POL-UA 396.
Prerequisites: Introduction to Microeconomics (ECON-UA 2), Power and Politics in America (POL-UA 300), 3.5 GPA, and permission of the Department of Politics. Offered every year. 4 points.
Examines how legislation and regulation influence the structure of financial markets and how players in these markets intervene in the political process to create or modify legislative and regulatory outcomes. Particular emphasis is placed on the United States, with some international comparisons. A brief introduction to political theory is provided. The approach is similar to that used in microeconomics, except that transactions are made through voting institutions rather than through economic exchange.

Elective Courses: 300 Level
Note: The corequisite (ideally the prerequisite) for all courses listed below is either Introduction to Econometrics (ECON-UA 266) or Topics in Econometrics (ECON-UA 380).

Game Theory and Strategy (P)
ECON-UA 309 Prerequisites: Intermediate Microeconomics (ECON-UA 10) and Mathematics for Economics II (MATH-UA 212). Offered every year. 4 points.
An applied overview of game theoretical concepts that emphasizes their use in real-world situations. By the end of the course, students have developed tools that allow them to formally analyze outcomes in strategic situations and can apply game theoretical analysis to a variety of disciplines.

Strategic Decision Theory (T)
ECON-UA 310 Prerequisite: Microeconomic Analysis (ECON-UA 11). Offered every year. 4 points.
Introduction to noncooperative game theory. Focuses on a rigorous development of the basic theory with economic applications such as competition among oligopolists, how standards are set, auction theory, and bargaining. Topics: games in strategic form, Bayesian games, and games in extensive form.

Industrial Organization (P)
ECON-UA 316 Prerequisite: Intermediate Microeconomics (ECON-UA 10). Offered every semester. 4 points.
How firms behave in imperfectly-competitive markets. Uses game theory to understand strategic decisions. Topics: price discrimination; peak load pricing; productivity; Bertrand, Cournot, and Hotelling oligopoly models; entry; mergers and merger regulation; monopoly regulation; patents; auctions; and two-sided platforms. Moves from theoretical and mathematical models to real-world data and problem sets.

Market Structure and Performance (T)
ECON-UA 317 Prerequisite: Microeconomic Analysis (ECON-UA 11). Offered every other year. 4 points.
Relies extensively on game-theoretic tools to model strategic market behavior and econometric methods for testing hypotheses regarding firm conduct and market performance. Analyzes profit-maximizing business strategies of firms with market power, as well as strategic interactions among firms in various types of imperfectly competitive markets. Addresses both static modes of competition and dynamic competition in research and development and product design. Examines the scope of effective public policies designed to improve market performance.

Risk and Fluctuation in Financial Markets (P,T)
ECON-UA 320 Prerequisites: either Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11), and Introduction to Econometrics (ECON-UA 266). Offered every fall. 4 points.
Reviews the rational expectations and behavioral finance approaches and also explores imperfect knowledge economics and the limits of what market participants can possibly know. Uses market reports and aims to bridge the gap between economists’ models and the activity of actual market participants. Concludes with a discussion of alternative theoretical approaches and empirical evidence for reforms of the financial system that might limit its vulnerability to future crises.

Economic Development (P,T)
ECON-UA 323 Prerequisites: either Intermediate Microeconomics (ECON-UA 10), Intermediate Macroeconomics (ECON-UA 12), and International Economics (ECON-UA 238); or Microeconomic Analysis (ECON-UA 11) and Macroeconomic Analysis (ECON-UA 13). Offered every year. 4 points.
Economic underdevelopment in Asia, Latin America, and Africa. Macroeconomic topics: economic growth, income distribution, poverty, and underdevelopment as a circular, self-reinforcing trap. Microeconomic topics: markets for land, labor, and credit. Emphasizes market fragmentation, limited information, and incentive problems. Such
international issues as trading patterns, capital flows, and global financial crises are studied from the viewpoint of developing countries.

**International Finance Theory (P,T)**
ECON-UA 336 Prerequisite: Intermediate Microeconomics (ECON-UA 10); or Microeconomic Analysis (ECON-UA 11) and Intermediate Macroeconomics (ECON-UA 12); or Macroeconomic Analysis (ECON-UA 13). 4 points.

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

**Ownership and Corporate Control in Advanced and Transition Economies (P,T)**
ECON-UA 340 Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11). Offered every year. 4 points.

Particular attention is paid to the role of capital markets (takeovers and other shareholder control devices), banks and other financial institutions, and various corporate institutions (such as boards of directors and meetings of shareholders) in facilitating or hindering corporate control and the efficient allocation of resources.

**Behavioral Economics (P)**
ECON-UA 342 Prerequisite: Topics in Econometrics (ECON-UA 380), or Microeconomic Analysis (ECON-UA 11) and Introduction to Econometrics (ECON-UA 266). Offered every year. 4 points.

Topics covered include prospect theory, mental accounting, other-regarding preferences, and hyperbolic discounting. We examine evidence of departures from the assumptions made in the canonical economic model and then ask how such departures can be formalized theoretically and how the resulting models can be tested empirically.

**Political Economy (P,T)**
ECON-UA 345 Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11). Offered every year. 4 points.

Analyzes the interplay of political science and economics. First focuses on the formal modeling of political behavior and political institutions: the theory of social choice (how groups of rational individuals make decisions) and collective action (how groups of rational individuals take action), then discusses the connection between politics and economics and investigates the effect of political variables on the determination of economic outcomes. Raises such questions as: How can special groups of individuals enhance their well-being by political action? What is lobbying? What is the effect of contributions on political outcomes?

**Public Economics (P,T)**
ECON-UA 353 Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11). Offered every semester. 4 points.

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

**Experimental Economics (P,T)**
ECON-UA 360 Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11). Offered every year. 4 points.

Economics, like other sciences, can be a laboratory science in which economic theories are tested, rejected, and revised. Reviews the methodology of such laboratory experiments and investigates the use of experiments in a wide variety of fields. These include competitive markets, auctions, public goods theory, labor economics, game theory, and individual choice theory.

**Elements of Financial Economics (T)**
ECON-UA 363 Prerequisite: Microeconomic Analysis (ECON-UA 11). Restriction: open to students from the Stern School of Business only if FINC-UB 43 has not
been taken. Offered every year. 4 points.
Provides theoretical tools for understanding the operation and economic role of asset markets in the financial system. Develops the theory of decision making under uncertainty and techniques for portfolio choice and efficient risk sharing. Develops static and dynamic models of asset markets with applications to efficiency, arbitrage pricing, and the use and pricing of derivative securities.

**Advanced Microeconomic Theory (T)**
ECON-UA 365 Prerequisite: Microeconomic Analysis (ECON-UA 11). Offered every other year. 4 points.
Introduces some of the main model-building techniques developed by microeconomists. Three basic topics are covered: the static theory of consumer behavior both in a certain world and in an uncertain world; the theory of general equilibrium; and the theory of dynamic optimization. The advanced mathematical techniques needed to understand the material are reviewed.

**Advanced Macroeconomics (T)**
ECON-UA 367 Prerequisites: Microeconomic Analysis (ECON-UA 11), Macroeconomic Analysis (ECON-UA 13), and Analytical Statistics (ECON-UA 20), or permission of the instructor. Offered every year. 4 points.
Studies dynamic theories of equilibrium with optimizing agents who face risky returns and uncertain government policies that influence their decisions. We study inflations and hyperinflations; theories of pricing bonds and equity and how well they work empirically; Social Security reform; causes and cures of financial panics; theories of optimal monetary and fiscal policy; and search theory and other applications of dynamic programming.

**Financial Economics (P)**
ECON-UA 368 Prerequisites: Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12). Restriction: not open to students from the Stern School of Business. Offered every year. 4 points.
Provides theoretical and practical tools for understanding the operation of financial markets, the meaning of risk, and its relation to financial return. Also develops concepts of systematic versus idiosyncratic risk, market efficiency, the equilibrium determination of interest rates both in the overnight, interbank lending market and in the market for corporate debt, term and default premia in the bond market, and average excess stock returns in the equity market.

**Topics in Economic Theory (T)**
ECON-UA 375 Prerequisites: Microeconomic Analysis (ECON-UA 11) and Macroeconomic Analysis (ECON-UA 13). Restriction: may not be taken for credit in addition to ECON-UA 370. Offered every year. 4 points.
Explores issues in economic theory using the tools learned in macroeconomics and microeconomics. Focuses on a particular issue each term.

**Topics in Economic Analysis II (P)**
ECON-UA 390 Prerequisites: Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12). Offered every year. 4 points.
For departmental or visiting faculty who wish to give courses in fields that are not in the permanent course offerings. A specific topic presented in any one semester is unlikely to be repeated. Students may count only one such “topics course” toward the major.

**Advanced Econometrics (P, T)**
ECON-UA 402 Prerequisite: Introduction to Econometrics (ECON-UA 266). Offered every year. 4 points.
Designed for honors economics majors, but students not pursuing honors who satisfy the GPA requirements (3.65 overall and in economics courses) and meet the prerequisite are encouraged to enroll. Preparation for carrying out empirical research in economics, emphasizing the relationship between economic models and observable data. Covers nonlinear methods and a selection of topics in time-series data.

**Honors and Independent Study**

**Honors Tutorial (P, T)**
ECON-UA 410 Prerequisites: Intermediate Microeconomics (ECON-UA 10), Intermediate Macroeconomics (ECON-UA 12), and Introduction to Econometrics (ECON-UA 266); or Microeconomic Analysis (ECON-UA 11), Macroeconomic Analysis (ECON-UA 13), and Introduction to Econometrics (ECON-UA 266); 3.65 GPA in the major and overall; and permission of the instructor. Restriction: open only to students in the honors track. Offered in the fall. 4 points.
Trains students to write on economic topics and perform economic analysis efficiently, as well as developing theoretical skills. Serves as preparation for and prerequisite to Honors Thesis (ECON-UA 450). Students present papers on their original
research, and must revise their work in response to student and instructor critique of the content and form of the paper as well as the presentation.

**Honors Thesis (P, T)**
ECON-UA 450  
Prerequisite: Honors Tutorial (ECON-UA 410); 3.65 GPA in the major and overall.  
Restriction: open only to students in the honors track.  
Offered in the spring. 4 points.  
Students interested in pursuing an honors thesis should meet with the director of undergraduate studies in the spring semester of their junior year.

**Internship in Economics (P, T)**
ECON-UA 997  
Prerequisites: either Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11), and either Intermediate Macroeconomics (ECON-UA 12) or Macroeconomic Analysis (ECON-UA 13); 3.5 GPA; and permission of the director of undergraduate studies.  
Restrictions: internships may be taken for a maximum of two credits per semester in no more than two semesters; internship credit does not count toward major requirements, but does apply toward completion of the CAS degree.  
Offered every semester. 1 to 2 points per term.  
Internship duties must significantly enhance students' ability to apply economic principles in practice. For successful completion of an internship, students must prepare a report in which they describe how the internship has enhanced their understanding of economics.

**Independent Study (P, T)**
ECON-UA 998  
Prerequisites: either Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11), and either Intermediate Macroeconomics (ECON-UA 12) or Macroeconomic Analysis (ECON-UA 13); 3.5 GPA; and permission of the director of undergraduate studies.  
Restrictions: no more than a total of 8 points of independent study may be taken; independent study does not count toward major requirements, but does apply toward completion of the CAS degree.  
Offered every semester. 1 to 4 points per term.  
The student engages in intensive independent study of an important economic topic under the direction of a departmental faculty member. The results of the study are embodied in a report or paper to be specified by the instructor.
Since the fall of 2010, the College’s dual-degree program with the NYU Tandon School of Engineering, formerly known as Polytechnic School of Engineering, has offered highly qualified and motivated students who are technically oriented the opportunity to pursue both a liberal arts program with a major in science or mathematics and a traditional engineering program. Upon completion of this five-year program, students receive both a B.S. degree from the College of Arts and Science and a B.S. degree from the NYU Tandon School of Engineering. Students with this combination of degrees are likely to find excellent employment opportunities.

The available dual degree combinations are as follows:

- B.S. in Biology/B.S. in Chemical and Biomolecular Engineering
- B.S. in Chemistry/B.S. in Chemical and Biomolecular Engineering
- B.S. in Computer Science/B.S. in Computer Engineering
- B.S. in Computer Science/B.S. in Electrical Engineering
- B.S. in Mathematics/B.S. in Civil Engineering
- B.S. in Mathematics/B.S. in Computer Engineering
- B.S. in Mathematics/B.S. in Electrical Engineering
- B.S. in Mathematics/B.S. in Mechanical Engineering
- B.S. in Physics/B.S. in Civil Engineering
- B.S. in Physics/B.S. in Computer Engineering
- B.S. in Physics/B.S. in Electrical Engineering
- B.S. in Physics/B.S. in Mechanical Engineering

Students in the program complete all of the College Core Curriculum requirements, with the exception of the foreign language requirement, from which they are exempted. (Their required mathematics and science courses automatically satisfy the Core’s Foundations of Scientific Inquiry requirements.) There is usually some flexibility concerning the semester in which a given course can be taken, and students with Advanced Placement credit may be able to lighten some of their semester course loads and/or have room for more electives. Detailed programs of study for each of the degree combinations are available on the program website for reference.
DUAL-DEGREE PROGRAM IN ENGINEERING

students time to consult with faculty in both CAS and the NYU Tandon School of Engineering before committing themselves to a particular science/engineering major combination.

In the first three years of the program, students satisfy their College Core Curriculum requirements (except foreign language) and take some of the engineering courses in their field of interest. This is also when students select a major area from the CAS disciplines of biology, chemistry, computer science, mathematics, and physics.

After an orientation program in the spring of the third year, the final two years of study are undertaken at the NYU Tandon School of Engineering in downtown Brooklyn, across the East River and a short subway or shuttle bus ride from NYU’s Greenwich Village campus. Here, students complete the remaining technical courses required for their engineering major. Programs in engineering available to students in the dual degree program include chemical and biomolecular engineering, civil engineering, computer engineering, electrical engineering, and mechanical engineering.

Students may elect to withdraw from the dual degree program in engineering and complete only the College of Arts and Science Core and major requirements, thus earning one undergraduate degree from CAS.

Restrictions on Taking Courses in NYU Tandon School of Engineering

Several CAS departments have policies and restrictions on CAS students taking courses in NYU Tandon, as follows. This list may be expanded in the future. In all cases, note that Tandon courses count against each student’s 16-point allowance in the other divisions of NYU and cannot be applied to the 64 point UA residency requirement.

Department of Chemistry: No CAS student (whether majoring or minoring in this department or not) is allowed to take NYU Tandon substitute courses for CHEM-UA 125, 126, 127, 128 (general chemistry); 225, 226, 227, 228 (organic chemistry); 651, 652, 661 (physical chemistry); 711 (inorganic chemistry); or 881, 882, 885, 890 (biochemistry). However, students pursuing a major in the Department of Chemistry may seek prior permission of the director of undergraduate studies to take advanced electives in the Tandon School of Engineering and apply them to the major. This is reviewed on a case-by-case basis.

Department of Computer Science: CAS students should take their computer science courses in the College. Students majoring or minoring in this department may seek prior permission of the director of undergraduate studies to take advanced electives in computer science in the School of Engineering and apply them to their major or minor, but such exceptions will be rare. In addition, no CAS student is permitted to minor in computer science at NYU Tandon, as it duplicates a field of study offered in the College. However, CAS students are allowed to declare Tandon’s cross-school minors in (1) computer engineering and (2) game engineering, as those areas of study are not available in CAS.
The study of English and American literature provides the kind of training that is central to a liberal arts education and useful in all professions. By learning to read critically and write with analytical precision, students who major in English prepare themselves to participate actively in their culture while forging a lifelong, enriching relationship with literature.

The department offers two tracks in the major: the literature track and the creative writing track. Students take courses in a variety of historical periods as well as in a variety of topics and areas (such as literary history, critical theory, and literary culture). The major also provides opportunities for specialized research through seminars, independent study, and an honors program that culminates in the writing of a scholarly thesis during the senior year. In the major’s creative writing track, seniors can produce a special creative project in poetry, prose, or a hybrid genre.

The department’s Contemporary Literature Series brings noted authors to campus and into the classroom and includes an undergraduate CLS Fellows program that provides students with training in literary arts management. The department also offers its majors and minors a credit-bearing internship seminar for placements at magazines, publishers, literary agencies, and other organizations.
**English Major, Track in Literary Studies**

A minimum of ten 4-point courses (40 points), completed with a grade of C or better and distributed as follows:

- Introduction to the Study of Literature (ENGL-UA 101)
- Three of the following four courses:
  - Literatures in English I: Medieval and Early Modern Literatures (ENGL-UA 111)
  - Literatures in English II: Literatures of the British Isles and British Empire 1660-1900 (ENGL-UA 112)
  - Literatures in English III: American Literatures to 1900 (ENGL-UA 113)
  - Literatures in English IV: Twentieth and Twenty-first Century Literatures (ENGL-UA 114)
- One course in critical theories and methods. The following courses are typically used to fulfill this requirement: ENGL-UA 712, ENGL-UA 735.
- One course in British literature before 1800. The following courses are typically used to fulfill this requirement: ENGL-UA 143, ENGL-UA 310, ENGL-UA 320, ENGL-UA 410, ENGL-UA 445, ENGL-UA 450, ENGL-UA 512.
- One senior seminar. Students must complete the first four courses above (ENGL-UA 101, and three chosen from ENGL-UA 111-114) to be eligible to enroll in seminars. The following courses are used to fulfill this requirement: ENGL-UA 950-955; 960-965; and 970-976.
- Three additional ENGL-UA courses drawn from any combination of intermediate courses, advanced courses, or seminars.

**English Major, Track with a Specialization in Creative Writing**

A minimum of eleven 4-point courses and two 2-point courses (48 points), completed with a grade of C or better and distributed as follows:

- Introduction to the Study of Literature (ENGL-UA 101)
- Three of the following four courses:
  - Literatures in English I: Medieval and Early Modern Literatures (ENGL-UA 111)
  - Literatures in English II: Literatures of the British Isles and British Empire 1660-1900 (ENGL-UA 112)
  - Literatures in English III: American Literatures to 1900 (ENGL-UA 113)
  - Literatures in English IV: Twentieth and Twenty-first Century Literatures (ENGL-UA 114)
- Reading as a Writer (ENGL-UA 201)
- Either one course in critical theories and methods (typically chosen from ENGL-UA 712, ENGL-UA 735), or one course in British literature before 1800 (typically chosen from ENGL-UA 143, ENGL-UA 310, ENGL-UA 320, ENGL-UA 410, ENGL-UA 445, ENGL-UA 450, ENGL-UA 512).
- One senior seminar. Students must complete the first five courses listed above (ENGL-UA 101, three chosen from ENGL-UA 111-114, and ENGL-UA 201) to be eligible to enroll in seminars. The following courses are used to fulfill this requirement: ENGL-UA 950-955; 960-965; and 970-976.
- Two additional ENGL-UA courses, drawn from any combination of intermediate courses, advanced courses, or seminars.
- A creative capstone project with a Department of English faculty member (a creative writing project in poetry, prose, or a hybrid genre). Students enroll in both ENGL-UA 910 and 911 (2 points each).

**Minor in English and American Literature**

This is a five-course (20-point) minor. The requirements, all to be completed with a grade of C or better, are:

- Introduction to the Study of Literature (ENGL-UA 101)
- One of the following four courses:
  - Literatures in English I: Medieval and Early Modern Literatures (ENGL-UA 111)
• Literatures in English II: Literatures of the British Isles and British Empire 1660-1900 (ENGL-UA 112)
• Literatures in English III: American Literatures to 1900 (ENGL-UA 113)
• Literatures in English IV: Twentieth and Twenty-first Century Literatures (ENGL-UA 114)
• Plus three additional ENGL-UA courses.

Policies Applying to the Major and Minor

Courses used to satisfy requirements for the English major or minor may not be used to satisfy the requirements of any other major or minor. The only exception is for students on the creative writing major track who also have a minor in creative writing (they may double-count two courses between the major and 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. All courses for the major must be completed with a C or better (pass/fail does not count).

ENGL-UA 101 is a prerequisite for ENGL-UA 111, 112, 113, and 114, but may be taken as a corequisite with permission of the department and/or instructor.

Honors Program

The requirements consist of:

• A 3.65 GPA both overall and in the English major.
• A senior capstone seminar chosen from ENGL-UA 950-955, ENGL-UA 960-965, ENGL-UA 970-976 (serves as prerequisite to the Honors Thesis and Colloquium).
• Enrollment in Seniors Honors Thesis (ENGL-UA 925) and completion of a thesis (on a topic of the student's choice) under the direction of a member of the Department of English faculty.
• A yearlong Senior Honors Colloquium for thesis writers (ENGL-UA 926).

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

Study Away

The Department of English encourages its majors to take advantage of NYU's many opportunities for study away. NYU London offers courses that may be used to fulfill major requirements, as well as courses in British politics, creative writing, and the history of British art and architecture. A list of both ENGL-UA and non-ENGL-UA courses offered by the various NYU study away programs that may be counted toward specific requirements for the major can be found on the department’s website each term. English majors should consult a departmental adviser before making plans to study away.

COURSES

Core Courses for Majors and Minors

Offered every term. Required for all English majors: ENGL-UA 101, and three out of the following four courses: ENGL-UA 111, 112, 113, 114. Majors on the creative writing track must also take ENGL-UA 201 in addition to those four courses. Required for English minors: ENGL-UA 101 and one course chosen from ENGL-UA 111, 112, 113, or 114.

Introduction to the Study of Literature
ENGL-UA 101 Formerly Literary Interpretation (ENGL-UA 200). Prerequisite: completion of the College's expository writing requirement. Restricted to declared and intended English majors and minors.
4 points.

Gateway course to the major that introduces students to the demands and pleasures of university-level investigation of English literature. Develops the tools necessary for advanced criticism: close-reading skills, knowledge of generic conventions, mastery of critical terminology, and skill at a variety of modes of analysis, from the formal to the historical. Also emphasizes frequent writing.
DEPARTMENT OF ENGLISH

Literatures in English I: Medieval and Early Modern Literatures
ENGL-UA 111 Formerly British Literature I (ENGL-UA 210). Prerequisite (or corequisite with permission of the department and/or instructor): Introduction to the Study of Literature (ENGL-UA 101) 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.

Literatures in English II: Literatures of the British Isles and British Empire, 1660-1900
ENGL-UA 112 Formerly British Literature II (ENGL-UA 220). Prerequisite (or corequisite with permission of the department and/or instructor): Introduction to the Study of Literature (ENGL-UA 101) or equivalent approved by the course instructor.
4 points.
Survey of literature in English from the British Isles and British Empire, from the Restoration through 1900. Close reading of representative works with attention to the historical, intellectual, and social contexts of the period.

Literatures in English III: American Literatures to 1900
ENGL-UA 113 Formerly American Literature I (ENGL-UA 230). Prerequisite (or corequisite with permission of the department and/or instructor): Introduction to the Study of Literature (ENGL-UA 101) or equivalent approved by the course instructor.
4 points.
Survey of the evolution of literary themes and forms from the period of European exploration through and beyond the Civil War, tracing distinctive traditions of writing and thinking that have shaped the development of modern literature and thought in the United States.

Literatures in English IV: Twentieth and Twenty-first Century Literatures
ENGL-UA 114 Prerequisite (or corequisite with permission of the department and/or instructor): Introduction to the Study of Literature (ENGL-UA 101) or equivalent approved by the course instructor.
4 points.
An overview of English-language literary production as it expands and diversifies from 1900 onward. Topics: international modernisms; literatures of imperialism, anti-colonialism, and diaspora; race, ethnicity, and representation; and the significance of English-language writing in an increasingly globalized cultural field.

Reading as a Writer
ENGL-UA 201 Prerequisite (or corequisite with permission of the department and/or instructor): Introduction to the Study of Literature (ENGL-UA 101) or equivalent approved by the course instructor.
4 points.
Creative and critical reading and writing as reciprocal activities. Theories and criticism of literature. Close attention to genre, style, and mode. Focus may vary by instructor.

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
ENGL-UA 130 Identical to DRLIT-UA 130.
Offered every year. 4 points.
Theories of meaning and theories of performance. Theories of meaning include semiotics, deconstruction, feminism, psychoanalysis, new historicism, and postmodernism. Theories of practice include naturalism, Dadaism, futurism, epic theatre, theatre of cruelty, poor theatre, and environmental theatre. Theories are examined through theoretical essays and representative plays.

Drama in Performance in New York
ENGL-UA 132 Identical to DRLIT-UA 300.
Offered every year. 4 points.
Combines the study of drama as literary text with the study of theatre as its three-dimensional translation, both theoretically and practically. Drawing on the rich theatrical resources of New York City, students see approximately twelve plays, covering classical to contemporary and traditional to experimental theatre. Readings include plays and essays in theory and criticism.

Dante and His World
ENGL-UA 143 Identical to MEDI-UA 801, ITAL-UA 160. 4 points.
See description in the medieval and Renaissance studies section of this Bulletin.

Film as Literature
ENGL-UA 170 Identical to DRLIT-UA 501.
Offered every year. 4 points.
The development of the film as a major art form and its relationship to other art forms. Particular attention to the language of cinema, the director and screenwriter as authors, and the problems of translating literature into film, with extensive discussion of the potentials and limitations of each art form. Milestone films are viewed and analyzed.

**Writing New York**

ENGL-UA 180 Offered periodically. 4 points.

An introduction to the cultural history of New York through an exploration of fiction, poetry, plays, and films about the city, from Washington Irving to the present. Social and cultural backgrounds and issues.

**American Short Story**

ENGL-UA 240 Offered periodically. 4 points.

Study of theme and technique in the American short story. Content will vary from semester to semester. Please consult the department's undergraduate website for further information.

**Shakespeare**

ENGL-UA 410 Identical to DRLIT-UA 225. Offered every year. 4 points.

A survey of Shakespeare's major plays and poems, with attention to their historical, cultural, and theatrical contexts.

**English Renaissance Drama**

ENGL-UA 420 Formerly English Drama to 1642. Offered periodically. 4 points.

Reading of major non-Shakespearean drama, including plays by Marlowe, Jonson, Middleton, Webster, and others, with attention to both formal and historical questions. Issues of genre, gender and sexuality, status, degree, and nation.

**17th-Century English Literature**

ENGL-UA 440 Identical to MEDI-UA 440. Offered periodically. 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.

**19th-Century British Novel**

ENGL-UA 530 Formerly English Novel in the 19th Century. Offered every year. 4 points.

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

**20th-Century British Novel**

ENGL-UA 605 Formerly British Novel in the 20th Century. Offered periodically. 4 points.

Literary movements and social contexts in a period of remarkable innovation. Focus on realism, naturalism, modernism, and contemporary eclectic style. Novels by Theodore Dreiser, John Dos Passos, Willa Cather, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Saul Bellow, and Ralph Ellison, as well as short fiction and critical and cultural essays.

**Post-1945 American Fiction**

ENGL-UA 640 Formerly American Fiction Since World War II. Offered periodically. 4 points.

Particular focus on the literary art and cultural meanings forged in a period of creative innovation and troubling uncertainty. Readings likely to include works by John Updike, E.L. Doctorow, Thomas Pynchon, Don DeLillo, Flannery O’Connor, Alison Bechdel, Marjane Satrapi, Tim O’Brien, Louise Erdrich, Phil Klay, Art Spiegelman, Amy Tan, Jonathan Lethem, and Junot Diaz.

**Science Fiction**

ENGL-UA 728 Offered periodically. 4 points.

Contemporary science fiction as literature, social commentary, prophecy, and a reflection of recent and possible future trends in technology and society. Writers include Asimov, Ballard, Butler, Clarke, Delany, Dick, Gibson, Heinlein, Herbert, Le Guin, Stephenson, and Sterling.
Queer Literature
ENGL-UA 749 Identical to SCA-UA 482. 4 points.
Study of notions of queerness and its relation to mainstream culture through detailed exploration of literary texts and other cultural productions in a variety of genres. Historical period and national focus (e.g., British, American, Commonwealth) may vary; please consult the department’s undergraduate website for further information.

Topics in Irish Literature
ENGL-UA 761 Identical to IRISH-UA 761. 4 points.
See description in the Irish studies section of this Bulletin.

Advanced Courses in Literature
The following courses have departmental prerequisites (as noted below). Qualified nonmajors may enroll with the permission of the instructor.

18th- and 19th-Century African American Literature
ENGL-UA 250 Identical to SCA-UA 783.
Prerequisite: African American Literary Cultures (ENGL-UA 185) or Literatures in English III (ENGL-UA 113). 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 include Equiano, Wheatley, Jacobs, Brown, Douglass, Harper, and Wilson.

20th-Century African American Literature
ENGL-UA 251 Identical to SCA-UA 784.
Prerequisite: African American Literary Cultures (ENGL-UA 185) or Literatures in English III (ENGL-UA 113). Offered periodically. 4 points.
Major fiction, poetry, autobiography, and drama from Du Bois's *The Souls of Black Folk* (1903) to works by Toni Morrison and Claudia Rankine. Discussion of the Harlem Renaissance and its key figures, including Langston Hughes, and Zora Neale Hurston. Other writers may include Richard Wright, Ralph Ellison, James Baldwin, Amiri Baraka, and Jayne Cortez.

Contemporary Black Literature
ENGL-UA 254 Formerly Contemporary African American Fiction. Identical to SCA-UA 786.
Prerequisite: African American Literary Cultures (ENGL-UA 185) or Literatures in English III (ENGL-UA 113). Offered periodically. 4 points.
Study of the development of black literary expression and critical thought in late 20th- and early 21st-century writing.

Medieval Literature in Translation
ENGL-UA 310 Identical to MEDI-UA 310.
Prerequisite: Literatures in English I (ENGL-UA 111). Offered periodically. 4 points.
Introduction to the culture and literature of the medieval world through translations of diverse texts written in Latin, French, German, Italian, Icelandic, and other vernacular languages. Texts are selected according to the theme or focus chosen by the instructor.

Medieval Romance
ENGL-UA 311 Prerequisite: Literatures in English I (ENGL-UA 111). Offered periodically. 4 points.
Study of how these tales of adventure, love, and magic both construct and deconstruct ideals of selfhood, masculinity, femininity, heterosexuality, nationality, geography, temporality, religion, spirituality, nature, and the function and performance of linguistic discourse. Consideration of other genres (saints’ lives, chronicles, travel writing, allegory, and exempla). Readings in Middle English and in translation.

Introduction to Old English Language and Literature
ENGL-UA 315 Prerequisite: Literatures in English I (ENGL-UA 111). Offered periodically. 4 points.
The grammar and vocabulary of this earliest surviving form of English. Topics: the heroic code; conversion and cultural syncretism; the rise of English national identity; monasticism and spirituality; the law and customs of the Anglo-Saxons; the Viking invasions and the Norman Conquest; and hybridity and multilingualism. Concludes with reading excerpts from *Beowulf* in the original and performing scenes from the poem.

Chaucer
ENGL-UA 320 Identical to MEDI-UA 320.
Prerequisite: Literatures in English I (ENGL-UA 111). Offered periodically. 4 points.
Major poetry, with particular attention to *The Canterbury Tales*. General language training is provided. Special attention to Chaucer’s narrative skill, techniques of characterization, style, varieties of formal invention, and particular thematic preoccupations. Chaucer’s writing as a lens onto late medieval society and culture.
Early Modern Literature
ENGL-UA 445 Identical to MEDI-UA 445.
Prerequisite: Literatures in English I (ENGL-UA 111).
Offered periodically. 4 points.
Topic varies each term. Consult the department's undergraduate website for further information.

Milton
ENGL-UA 450 Identical to MEDI-UA 450.
Prerequisite: Literatures in English I (ENGL-UA 111).
Offered periodically. 4 points.
Emphasis on the major poems (Paradise Lost, Paradise Regained, and Samson Agonistes) with some attention to the early poems and the prose. Traces the poet's sense of vocation, analyzes the gradual development of the Miltonic style, and assesses Milton's position in the history of English literature, politics, and theology.

Restoration and Early 18th-Century Literature
ENGL-UA 500 Prerequisite: Literatures in English II (ENGL-UA 112). Offered periodically. 4 points.
In 1660, the theatres reopened after nearly two decades of Puritan rule and prohibition, and the publishing trades boomed as never before. Topics: the birth of the novel and journalism; continuity and transformation of epic poetry, drama, the essay, and satire; and the emergence of professional women writers. Authors include John Dryden, Joseph Addison and Richard Steele, Alexander Pope, Jonathan Swift, Daniel Defoe, and Eliza Haywood.

Mid- and Late 18th-Century British Literature
ENGL-UA 501 Prerequisite: Literatures in English II (ENGL-UA 112). Offered periodically. 4 points.
Explores a range of genres (the novel, journalism, drama, poetry, satire, essays, travel writing, and biography) in various contexts: the growth of London and other cities; colonies gained and lost; new scientific theories and discoveries; and Enlightenment challenges to authority. Authors include Samuel Richardson, Henry Fielding, Samuel Johnson, Thomas Gray, Richard Brinsley Sheridan, Ann Radcliffe, Francis Burney, and Jane Austen.

Restoration and 18th-Century Drama
ENGL-UA 505 Identical to DRLIT-UA 235.
Prerequisite: Literatures in English I (ENGL-UA 111) or History of Drama and Theatre I (ENGL-UA 125). Offered periodically. 4 points.
Urban comedies and classical tragedies, closet dramas and box-office successes, propaganda pieces and broad satires, puritan reform and libertine excess. Playwrights may include John Dryden, Margaret Cavendish, George Etherege, William Wycherley, Aphra Behn, John Milton, Thomas Otway, Joseph Addison, John Gay, and Henry Fielding.

The 18th-Century British Writer
ENGL-UA 515 Prerequisite: Literatures in English II (ENGL-UA 112). Offered every other year. 4 points.
Topic varies by term. Consult the department's undergraduate website for further information.

Major Victorian Writers
ENGL-UA 525 Formerly Major British Writers: 1832-1870. Prerequisite: Literatures in English II (ENGL-UA 112). Offered periodically. 4 points.
Writers may include Thomas Carlyle, Emily Brontë, Lord Alfred Tennyson, Walter Pater, Charles Darwin, Elizabeth Barrett Browning, Robert Browning, Charles Dickens, Matthew Arnold, John Ruskin, Christina Rossetti, and Algernon Charles Swinburne.

British Literature of Transition
ENGL-UA 540 Prerequisite: Literatures in English II (ENGL-UA 112). Offered periodically. 4 points.
Study of late Victorian and early modern literature and a reassessment of the notions of transition and modernity. Writers to be studied may include Thomas Hardy, Joseph Conrad, James Joyce, D.H. Lawrence, Virginia Woolf, Walter Pater, Oscar Wilde, Lytton Strachey, and T.S. Eliot.

Topics in 19th Century Literature
ENGL-UA 545 Prerequisite: Literatures in English II (ENGL-UA 112). Offered periodically. 4 points.
Topic varies each term. Consult the department's undergraduate website for further information.

19th-Century American Poetry
ENGL-UA 550 Prerequisite: Literatures in English III (ENGL-UA 113). Offered periodically. 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.

19th-Century American Writers
ENGL-UA 565 Prerequisite: Literatures in English III (ENGL-UA 113). Offered periodically. 4 points.
Topic varies each term. Consult the department's undergraduate website for further information.

Modern Poetry in English
ENGL-UA 600 Formerly Modern British and American Poetry. Prerequisite: Literatures in English II (ENGL-UA 112) or Literatures in English III (ENGL-UA 113). Offered periodically. 4 points.
Readings from poets writing in English from roughly 1850 to 1930, such as Walt Whitman, Emily Dickinson, Thomas Hardy, Gerard Manley Hopkins, W.B. Yeats, Ezra Pound, Wallace Stevens, William Carlos Williams, Marianne Moore, Claude McKay, H.D., Mina Loy, Langston Hughes, and T.S. Eliot.

**Contemporary British and American Literature**
ENGL-UA 601  
Prerequisite: Literatures in English I (ENGL-UA 111), Literatures in English II (ENGL-UA 112), or Literatures in English III (ENGL-UA 113).  
Offered periodically. 4 points.  
Readings in late 20th- and early 21st-century poetry and fiction.

**Contemporary British Literature and Culture**
ENGL-UA 607  
Prerequisite: Literatures in English I (ENGL-UA 111).  
Offered periodically. 4 points.  
Studies in contemporary British fiction, exploring postwar British culture in an era of profound political and economic change and social upheaval. Examines a range of avant-garde, neorealist, postcolonial, and popular texts that challenge received notions of “Englishness.” Particular attention paid to the interaction between literature and other cultural forms, such as cinema, popular music, and sport.

**Modern British Drama**
ENGL-UA 614  
Identical to DRLIT-UA 245.  
Prerequisite: Literatures in English II (ENGL-UA 112) or History of Drama and Theatre II (ENGL-UA 126).  
Offered every year. 4 points.  
Topics and focus vary. Playwrights may include: George Bernard Shaw, John Millington Synge, Sean O’Casey, Brendan Behan, John Osborne, Harold Pinter, Tom Stoppard, Edward Bond, Brian Friel, David Storey, David Hare, David Edgar, Howard Brenton, Pam Gems, Caryl Churchill, and Sarah Daniels.

**Transatlantic Modernism**
ENGL-UA 615  
Prerequisite: Literatures in English II (ENGL-UA 112).  
Offered every year. 4 points.  
Focus on works written between the two world wars, but may also consider earlier works as well as postmodern writing after 1945. Writers may include Virginia Woolf, T.S. Eliot, James Joyce, Ezra Pound, Djuna Barnes, Willa Cather, F Scott Fitzgerald, and Ernest Hemingway.

**The Irish Renaissance**
ENGL-UA 621  
Identical to IRISH-UA 621.  
Prerequisite: Literatures in English II (ENGL-UA 112).  
Offered every other year. 4 points.  
Covers the tumultuous period from the fall of Charles Stuart Parnell, through the Easter Rising in 1916, and into the early years of national government in the 1930s. Readings in various genres (poetry, short story, novel, drama). Writers may include Oscar Wilde, W.B. Yeats, James Joyce, Lady Gregory, John Millington Synge, Sean O’Casey, Samuel Beckett, and Flann O’Brien.

**Irish American Literature**
ENGL-UA 622  
Identical to IRISH-UA 622. 4 points.  
From the 19th century to the present. Examines the literary responses of generations of Irish immigrants to the American experience. The works of writers such as Fitzgerald, O’Neill, O’Connor, O’Hara, and Kennedy are explored, as are the connections between ethnic and literary cultures.

**James Joyce**
ENGL-UA 625  
Prerequisite: Literatures in English II (ENGL-UA 112).  
Offered periodically. 4 points.  
Study of James Joyce’s major works. Readings will span the entire oeuvre, from Dubliners to Finnegans Wake, with a detailed reading of Ulysses.

**20th-Century American Writers**
ENGL-UA 626  
Prerequisite: Literatures in English III (ENGL-UA 113).  
Offered periodically. 4 points.  
Topic varies each term. Consult the department’s undergraduate website for further information.

**20th-Century American Poetry**
ENGL-UA 630  
Formerly American Poetry, 1900-present.  
Prerequisite: Literatures in English III (ENGL-UA 113).  
Offered periodically. 4 points.  
Study of the development of 20th-century poetry.

**Modern American Drama**
ENGL-UA 650  
Identical to DRLIT-UA 250.  
Prerequisite: History of Drama and Theatre I (ENGL-UA 125), History of Drama and Theatre II (ENGL-UA 126), or Literatures in English III (ENGL-UA 113).  
Offered every other year. 4 points.  
Study of the drama and theatre of America since 1900, including O’Neill, Glaspell, the Group Theatre, Wilder, Williams, Miller, Albee, Shepard, Mamet, Fornes, and Hwang.

**Irish Dramatists**
ENGL-UA 700  
Identical to IRISH-UA 700, THEA-UT 603, DRLIT-UA 700.  
4 points.  
A study of the rich dramatic tradition of Ireland since the days of Yeats, Lady Gregory, and the fledgling Abbey Theatre. Playwrights covered include Synge, O’Casey, Beckett, Behan, Friel, Murphy, McGuinness, and Devlin. Issues of Irish identity,
The Postcolonial Writer
ENGL-UA 708 Prerequisite: Introduction to the Study of Literature (ENGL-UA 101). Offered every other year. 4 points.
Study of the works of a single author (varies by semester), most often a recent Anglophone writer from one of Britain's former colonies in Africa, South Asia, or the Caribbean. The postcolonial literary canon includes writers who have won international recognition, marked by awards like the Nobel Prize for Literature (Wole Soyinka, V. S. Naipaul, Derek Walcott) or the Man Booker Prize in Britain (Salman Rushdie, Arundhati Roy, Kiran Desai).

Major Texts in Critical Theory
ENGL-UA 712 Prerequisite: Introduction to the Study of Literature (ENGL-UA 101). Offered every semester. 4 points.
Study of the major texts in critical theory from Plato to Derrida, considered in terms of their historical development. Topics and thinkers associated with such modern movements as historicism, psychoanalytic criticism, feminism, queer theory, subaltern studies, postcolonial theory, deconstruction, affect theory, and eco-criticism.

South Asian Literature in English
ENGL-UA 721 Prerequisite: Literatures in English II (ENGL-UA 112). Offered every other year. 4 points.
Moves from the classic British writers about India (Kipling and Forster) to the contemporary voices of Rushdie, Narayan, Desai, Sidhwa, Suleri, Seth, Mukherjee, and others. Focuses on key experiences of empire, the partition of India and Pakistan, and diaspora, and themes such as identity, memory, alienation, assimilation, resistance, and boundaries. Defines culture, nation, and language in complex interrelations and links Indian English literature to writing in other colonial and postcolonial settings.

Digital Literary Studies
ENGL-UA 731 Prerequisite: Introduction to the Study of Literature (ENGL-UA 101). Offered every year. 4 points.
How digital texts, resources, and media, and computational tools and methods are transforming literary studies. Topics: how access to online literary texts, criticism, scholarly resources, and archives affects the study of literature; new analyses of literary texts and new evidence for literary arguments that computational tools and methods make possible; how dispersed readers and scholars collaboratively produce knowledge; and the nature and significance of online forums and modes of communication (blogs, twitter, Facebook, etc.).

Senior Seminars
All majors must take one of the following seminars. Topics vary by semester; consult the department’s website for details. Prerequisites for all senior seminars: Introduction to the Study of Literature (ENGL-UA 101) and three of the following: Literatures in English I (ENGL-UA 111), Literatures in English II (ENGL-UA 112), Literatures in English III (ENGL-UA 113), Literatures in English IV (ENGL-UA 114), or permission of the instructor. Majors on the creative writing track must complete these four courses plus Reading as a Writer (ENGL-UA 201) before taking one of these seminars. Note: all were formerly listed as “Topics” courses.

Senior Seminar: Medieval Literature
ENGL-UA 950 Identical to MEDI-UA 953. 4 points.

Senior Seminar: Renaissance Literature
ENGL-UA 951 Identical to MEDI-UA 954. 4 points.

Senior Seminar: 17th-Century British Literature
ENGL-UA 952 Identical to MEDI-UA 955. 4 points.

Senior Seminar: 18th-Century British Literature
ENGL-UA 953 4 points.

Senior Seminar: 19th-Century British Literature
ENGL-UA 954 4 points.

Senior Seminar: 20th-Century British Literature
ENGL-UA 955 4 points.
Senior Seminar: Early American Literature  
ENGL-UA 960 4 points.

Senior Seminar: 19th-Century American Literature  
ENGL-UA 961 4 points.

Senior Seminar: 20th-Century American Literature  
ENGL-UA 962 4 points.

Senior Seminar: African American Literature  
ENGL-UA 963 4 points.

Senior Seminar: Emergent American Literatures  
ENGL-UA 964 4 points.

Senior Seminar: Transatlantic Literature  
ENGL-UA 965 4 points.

Senior Seminar: Critical Theories and Methods  
ENGL-UA 970 4 points.

Senior Seminar: Dramatic Literature  
ENGL-UA 971 4 points.

Senior Seminar: Genre Studies  
ENGL-UA 972 4 points.

Senior Seminar: Interdisciplinary Study  
ENGL-UA 973 4 points.

Senior Seminar: Poetry and Poetics  
ENGL-UA 974 4 points.

Senior Seminar: World Literature in English  
ENGL-UA 975 4 points.

Senior Seminar: New York Literature and Culture  
ENGL-UA 976 4 points.

Creative Writing Track Capstone  

Creative Writing Capstone Project  
ENGL-UA 910 Restricted to English majors in the creative writing track with an approved proposal.  
Prerequisites: the five core courses for this major track (ENGL-UA 101, 201, and three out of the following four courses: ENGL-UA 111, ENGL-UA 112, ENGL-UA 113, ENGL-UA 114); Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815); and one intermediate level CRWRI-UA course. Corequisite: Creative Writing Capstone Colloquium (ENGL-UA 911). Offered in the spring. 2 points.  
Students typically produce a novella, a poetry chapbook, a collection of short stories, or a work of a hybrid genre. Requires frequent conferences with the project director. Proposals, approved by the student's faculty advisor, must be submitted in advance of the registration period for the term in which the capstone project is to be conducted.

Creative Writing Capstone Colloquium  
ENGL-UA 911 Restricted to English majors in the creative writing track with an approved proposal.  
Prerequisites: the five core courses for this major track (ENGL-UA 101, 201, and three out of the following four courses: ENGL-UA 111, ENGL-UA 112, ENGL-UA 113, ENGL-UA 114); Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815); and one intermediate level CRWRI-UA course. Corequisite: Creative Writing Capstone Project (ENGL-UA 910). Offered in the spring. 2 points.  
Meets approximately eight times during the semester to workshop writing projects and engage collectively in the writing process.

Honors Courses  

Senior Honors Thesis  
ENGL-UA 925 Prerequisites: successful completion of the major's senior seminar requirement and permission of the director of undergraduate studies. 4 points.  
Individual tutorial. Weekly conferences with the faculty thesis director. Students must also enroll in a yearlong colloquium for thesis writers (ENGL-UA 926).

Senior Honors Colloquium  
ENGL-UA 926 Prerequisites: successful completion of the major's senior seminar requirement and permission of the director of undergraduate studies. 2 or 4 points.  
Two terms required of all honors seniors. Meets approximately eight times each term.

Internship and Independent Study  

Internship  
ENGL-UA 980, 981 Prerequisite: permission of the department's internship director. Restricted to English majors and minors. May not be used to fulfill the minimum requirements of the major or minor. Graded pass/fail. 2 or 4 points per term, with a maximum of 8 total internship points allowed.  
Requires a commitment of 8 to 15 hours of work per week in an unpaid position approved by the department's internship director. The intern's duties should involve some aspect of literary work, whether in research, writing, editing, or production. A written evaluation is solicited from the intern's supervisor. Grading based on internship seminar attendance, a final reflection paper, and other shorter assignments submitted to the department's internship director.
Independent Study
ENGL-UA 997, 998 Prerequisite: permission of the director of undergraduate studies. May not duplicate the content of a regularly offered course. Intended for qualified junior and senior English majors or minors, but may not be used to fulfill the minimum requirements of the major or minor. 2 or 4 points per term. Requires a paper of considerable length and frequent conferences with the student's director. The paper should show the student's ability to investigate, collect, and evaluate material, and to reach conclusions that are discussed in a sound and well-written argument. Proposals, approved by the student's faculty director, must be submitted to the director of undergraduate studies in advance of the registration period for the term in which the independent study is to be conducted.

Graduate Courses Open to Undergraduate English Majors
Junior and senior English majors may take 1000-level ENGL-GA courses in the Graduate School of Arts and Science with permission from the director of undergraduate studies. Consult the department's graduate website for descriptions of 1000-level courses being offered in a given term.
The Department of Environmental Studies aims to provide students with the breadth of understanding and skills necessary for resolving environmental questions and creating a sustainable future on scales ranging from local to global. It does so through integrated, problem-oriented study and a broad range of courses across disciplines and schools. The major and minor draw on NYU’s strong faculty base in Arts and Science (FAS), the Center for Atmosphere Ocean Science (CAOS, Courant Institute of Mathematical Sciences/FAS), the Center on Environmental and Land Use Law (School of Law), the M.A. Program in Bioethics: Life, Health, and Environment (Faculty of Health), and the Environmental Conservation Education program (Steinhardt School of Culture, Education, and Human Development), as well as in the Wagner Graduate School of Public Service, the Stern School of Business, the Gallatin School of Individualized Study, and the School of Medicine.

The department offers opportunities to develop interests in a number of areas, including environmental science; environmental values, policy, and law; earth system science; public health; urban environmental problems; climate change; energy systems; environmental justice; and our complex relations with both domesticated and wild nature.

**Major**

The major in environmental studies (ES) requires nine 4-point courses (36 points) as follows. Students should note that courses in other departments may carry prerequisites.

1. Three 4-point ES core courses (12 points):
   - Environmental Systems Science (ENVST-UA 100)
   - Environment and Society (ENVST-UA 101 or SOCS-SHU 135)
   - Senior Capstone Seminar (ENVST-UA 900)

2. One “methods of inquiry” course (4 points), chosen from:
   - Introduction to Environmental Modeling (ENVST-UA 305)
   - Environmental Quantitative Methods (ENVST-UA 310)
• Energy and the Environment (ENVST-UA 350)
• Fundamental Dynamics of Earth’s Atmosphere and Climate (ENVST-UA 360)
• Biostatistics (BIOL-UA 42)
• Quantitative Reasoning: Elementary Statistics (CORE-UA 105)
• Quantitative Reasoning: Problems, Statistics, and Decision-Making (CORE-UA 107)
• Quantitative Methods in Political Science (POL-UA 800)
• Statistical Reasoning for the Behavioral Sciences (PSYCH-UA 10)
• Research Methods in Sociology (SOC-UA 301)
• Quantitative Analysis for Public Policy (UPADM-GP 111)

(3) One “governance” course (4 points), chosen from these CAS courses (or from a fuller list including courses in other NYU schools and at NYU study away sites, available from the department):
• Introduction to Marine Ecology and Conservation (ENVST-UA 323)
• Science in Environmental Policy (ENVST-UA 422)
• Environmental Regulation (ENVST-UA 435)
• Global Environmental Politics (ENVST-UA 445)
• Water Governance (ENVST-UA 450)
• The Planet’s Last Frontiers (ENVST-UA 455)
• Environmental Activism (ENVST-UA 485)
• Economics of Energy and the Environment (ECON-UA 326)
• Public Economics (ECON-UA 353)
• Public Policy (POL-UA 306)
• Controversies in Public Policy: Logic and Evidence (POL-UA 315)
• Private Influence in Public Policy (POL-UA 341)
• Bureaucracy and Public Policy Politics (POL-UA 350)
• International Politics (POL-UA 700)
• Diplomacy and Negotiation (POL-UA 720)
• International Organization (POL-UA 730)
• Political Engineering: The Design of Institutions (POL-UA 810)

(4) Four 4-point elective courses (16 points), chosen in consultation with a departmental adviser. Internship in Environmental Studies (ENVST-UA 800) may count as one of the four electives.

Please note that elective courses are not necessarily offered every year and may carry prerequisites (some ENVST-UA courses are cross-listed and originate in other departments). The below is a partial list of acceptable electives in CAS; for a full list that includes courses in the other divisions of NYU (both undergraduate and graduate), contact the department.

The categories below are designed to support concentrations that students may choose within the ES major. Electives do not need to be restricted to any one category.

(4A) Environmental sciences:
• Evolution of the Earth (ENVST-UA 210)
• Climate Change (ENVST-UA 226)
• Topics in Environmental Science (ENVST-UA 250)
• Metapatterns from Quarks to Culture (ENVST-UA 254)
• Where the City Meets the Sea: Studies in Coastal Urban Environments (ENVST-UA 275)
• Advanced Topics in Environmental Science (ENVST-UA 300)
• Introduction to Marine Ecology and Conservation (ENVST-UA 323)
• New York Underground (ENVST-UA 327)
• Evidence Based Conservation (ENVST-UA 330)
• Food Production and Climate Change (ENVST-UA 331)
• Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution (ENVST-UA 332)
DEPARTMENT OF ENVIRONMENTAL STUDIES

• Limits of the Earth: Issues in Human Ecology (ENVST-UA 333)
• Earth System Science (ENVST-UA 340)
• The Global Carbon Cycle (ENVST-UA 345)
• Energy and the Environment (ENVST-UA 350)
• Biogeochemistry of Global Change (ENVST-UA 370)
• At the Bench: Ecological Analysis with Geographic Information Systems (ENVST-UA 372)
• Special Topics: Introduction to Fluid Dynamics (ENVST-UA 380)
• Field Laboratory in Ecology (BIOL-UA 16)
• Introduction to Ecology (BIOL-UA 63)
• Physical Science: Energy and the Environment (CORE-UA 203)
• Life Science: Lessons from the Biosphere (CORE-UA 311)

(4B) Environmental values and society (ethics, history, politics):
• Business and the Environment (ENVST-UA 365)
• Ethics and the Environment (ENVST-UA 400)
• Climate Change and Environmental Justice (ENVST-UA 405)
• Economics and the Environment (ENVST-UA 410)
• Cooperation and the Commons (ENVST-UA 412)
• Environmental History of the Early Modern World (ENVST-UA 415)
• Environmental History of New York City (ENVST-UA 420)
• Science in Environmental Policy (ENVST-UA 422)
• History of Ecology and Environmentalism (ENVST-UA 425)
• Education and the Environment (ENVST-UA 430)
• Environmental Regulation (ENVST-UA 435)
• Food, Animals, and the Environment (ENVST-UA 440)
• Global Environmental Politics (ENVST-UA 445)
• Topics in Environmental Values and Society (ENVST-UA 450)
• Water Governance (ENVST-UA 450)
• The Planet’s Last Frontiers (ENVST-UA 455)
• European Environmental Policy (ENVST-UA 460)
• Climate and Society (ENVST-UA 470)
• Environmental Justice and Inequality (ENVST-UA 480)
• Urban Political Ecology (ENVST-UA 490)
• Journalism and Society: Covering the Earth (ENVST-UA 503)
• Readings in Contemporary Literary Theory: Eco Criticism (ENVST-UA 510)
• Making Art in the Anthropocene: Project on Ecology, Species, and Vibrant Matter (ENVST-UA 593)
• Animals and Society (ENVST-UA 610)
• Animals and Public Policy (ENVST-UA 630)
• The Literature of Environmental Justice (ENVST-UA 675)
• Economics of Energy (ECON-UA 326)
• Topics in Environmental History (HIST-UA 829)

(4C) Planning, cities, and transportation:
• Urban Greening Lab: New York (ENVST-UA 495)
• Environmental Design: Issues and Methods (ARTH-UA 672)
• Cities in a Global Context (SCA-UA 602)
• Urban Environmentalism (SCA-UA 631)

Minor
The minor in environmental studies requires five 4-point courses (20 points):
• Environmental Systems Science (ENVST-UA 100)
Core Courses
ENVST-UA 100, 101, and 900 are required for the major in environmental studies; ENVST-UA 100 and 101 are required for the minor.

Environmental Systems Science
ENVST-UA 100 Offered every fall. Bell, Killilea, McDermid. 4 points.
Topics: human population; global chemical cycles; ecosystems and biodiversity; endangered species and wildlife; nature preserves; energy flows in nature; agriculture and the environment; energy systems from fossil fuels to renewable forms; earth's waters; earth's atmosphere; carbon dioxide and global warming; urban environments; wastes; and paths to a sustainable future.

Environment and Society
ENVST-UA 101 or SOCS-SHU 135 Offered every spring. Jamieson, Jerolmack, Kanter, Rademacher, Schlottmann. 4 points.
Topics: environmental history and concepts of nature and the environment; the rise of environmentalism; environmental skepticism; anthropogenic global change; population and consumption, ecological footprint analysis, and other environmental indicators; environmental justice; public goods and collective action problems; regulatory regimes; environmental politics; environmental values; environmental movements, protest, and disobedience; and the future of environmentalism.

Elective Courses
Evolution of the Earth
ENVST-UA 210 Identical to BIOL-UA 2.
Offered in the spring. Rampino. 4 points.
The large-scale structure and history of the universe and the origins of stars and planets; the origin of the earth; geological and climatological history; origin and history of life; evolution and natural selection, and the origin of intelligence.

Climate Change
ENVST-UA 226 Offered in the spring. McDermid. 4 points.
The nature of energy and fossil fuels; the growth of population and energy consumption per capita; weather and climate; ice ages and their astronomical cause; the greenhouse effect; evidence for abrupt

Policies Applying to the Major and Minor
A course cannot satisfy more than one requirement for the environmental studies major or minor. Students must earn a C or better in all courses for the major or minor. Pass/fail courses cannot count toward the major or minor. Transfer students must complete at least half of the major or minor at NYU.

Many courses approved for the major and minor in ES are outside of the College of Arts and Science. CAS students may take up to 16 points outside the College and apply them to their degree. Students may petition for additional non-CAS credits beyond the 16-point limit through the Committee on Undergraduate Academic Standards in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

No non-CAS courses can count toward the 64 credits that internal or external transfer students are required to complete in CAS (-UA) courses, even if they are approved for the major or minor in ES.

Honors Program
Students who maintain a GPA over 3.65 (both in the major and overall) and complete the Honors Seminar in Environmental Studies (ENVST-UA 950) are eligible for departmental honors.
DEPARTMENT OF ENVIRONMENTAL STUDIES

climate changes in the past and their human impact; modeling and prediction of climate change; the environmental and social consequences of unchecked global warming; and possible solutions.

**Topics in Environmental Science**

ENVST-UA 250 *Offered every other year. 4 points.*
Topics vary. May include environmental systems, design, planning, monitoring, and modeling.

**Metapatterns from Quarks to Culture**

ENVST-UA 254 *Identical to AHSEM-UA 254. Not open to freshmen. Volk. 4 points.*
Metapatterns are structural-functional patterns in systems which occur across the levels of the universe as it built in a series of steps of "combigenesis" from quarks to culture (about 12 main-path steps, including the emergence of atoms, simplest cells, animal societies, agriculture, the state). Examining these steps, we explore themes such as binaries, borders, centers, alphabetic holarchies, complexity theory, networks, and positive and negative feedbacks. Topics for student projects may include the environment, music, language, biological or cultural evolution, or levels in politics.

**Where the City Meets the Sea:**

**Studies in Coastal Urban Environments**

ENVST-UA 275 *Identical to BIOL-UA 140. Offered in the spring. Killilea. 4 points.*
Uses the built and natural environments of coastal cities as laboratories to examine the environmental and ecological implications of urban development in coastal areas. Student teams use field-based studies and Geographic Information System (GIS) data to examine patterns and processes operating in coastal cities. Offered simultaneously at Washington Square New York and NYU Abu Dhabi, and students collaborate extensively with students from their sister campus.

**Advanced Topics in Environmental Science**

ENVST-UA 300 *Prerequisite: Environmental Systems Science (ENVST-UA 100). Offered every year. 4 points.*
Topics vary. May include environmental systems, design, planning, monitoring, and modeling.

**Introduction to Environmental Modeling**

ENVST-UA 305 *Prerequisite: Environmental Systems Science (ENVST-UA 100) and knowledge of algebra and basic statistics. Offered in the fall. Bell. 4 points.*
Utilizes a systems dynamics modeling platform (STELLA). Causal modeling and the representation of systems as a set of processes, basic numerical methods, model development in STELLA, and analytical approaches to make inferences from model results. No coding experience is necessary.

**Environmental Quantitative Methods**

ENVST-UA 310 *Prerequisite: Environmental Systems Science (ENVST-UA 100). Offered in the fall. McDermid. 4 points.*
Collection, analysis, and interpretation of environmental data and modeling results. Considers identification of significant trends and changes in data.

**Environmental and Molecular Analysis of a Disease**

ENVST-UA 315 *Prerequisite: Environmental Systems Science (ENVST-UA 100) and knowledge of algebra and basic statistics. Offered in the fall. Killilea. 4 points.*
The environmental determinants of disease vectors and the molecular techniques used to measure prevalence of a pathogen in these vectors. Students conduct a semester-long research project to determine the prevalence of Borrelia burgdorferi (the Lyme disease causative agent) in tick populations from local forests. Combines field collection, lab work, and epidemiological models.

**Introduction to Marine Ecology and Conservation**

ENVST-UA 323 *Prerequisite: Environmental Systems Science (ENVST-UA 100). Jacquet. 4 points.*
Ecological relationships between marine organisms and their environment. Anthropogenic impacts (overexploitation, pollution, invasive species, climate change) and proposed and tested solutions for these problems.

**Fundamentals of Ecology**

ENVST-UA 325 *Prerequisite: Environmental Systems Science (ENVST-UA 100). Schneider-Paolantonio. 4 points.*
Presents basic ecological principles and concepts, including ecological relationships within ecosystems, energy flow, biogeochemical cycles, limiting factors, community ecology, population ecology, niche, climax, and major ecological habitats. These topics are related to current environmental problems such as habitat destruction, climate change, biological invasions, loss of biodiversity, and overpopulation. Several field trips are scheduled during the regular class periods.
New York Underground
ENVST-UA 327 Prerequisite: Environmental Systems Science (ENVST-UA 100) or Principles of Biology II (BIOL-UA 12). Schneider-Paolantonio. 4 points.
Life and resources underneath New York City, considered under four headings: water, energy, transportation, and biology. Examines the mechanics, history, and significance of the infrastructure and explores the biotic components of this unique and fascinating subterranean environment. Field trips are scheduled throughout the semester.

Evidence-Based Conservation
ENVST-UA 330 Prerequisite: Environmental Systems Science (ENVST-UA 100). Jacquet. 4 points.
Considers challenges facing environmental policy makers, conservation practitioners, and citizens, and the science of environmental problem-solving. Students design, implement, and measure the effectiveness of their own conservation project.

Food Production and Climate Change
ENVST-UA 331 Prerequisite: Environmental Systems Science (ENVST-UA 100). Offered every year. McDermid. 4 points.
How humans have modified the environment to meet increasing food demand; effects of climate change and variability on growth and harvesting of crops, and how these effects vary across geographic, economic, and even gender space; the environmental footprint and efficacy of emerging food movements; and alternative future food production trajectories and their environmental, socio-economic, and nutritional impacts.

Current Topics in Earth System Science
ENVST-UA 332 Prerequisite: Earth System Science (ENVST-UA 340) or Evolution of the Earth (ENVST-UA 210) or Life Science: Earth, Life, and Time (CORE-UA 312). Offered in the spring. Rampino. 4 points.
Students read, discuss, and report on original recent journal articles (as well as articles that take conflicting views) and texts that review the subject matter as already known. Current questions in both earth system science and biological evolution.

Limits of the Earth: Issues in Human Ecology
ENVST-UA 333 Prerequisite: Environmental Systems Science (ENVST-UA 100), or Principles of Biology I and II (BIOL-UA 11, 12). Volk. 4 points.
The dynamics of nature’s life-support systems and the past, present, and future of human dependency on those systems. Topics: energy, agriculture, water, population, consumption and waste production, and sustainability.

Earth System Science
ENVST-UA 340 Formerly ENVST-UA 200.
Prerequisite: Environmental Systems Science (ENVST-UA 100). Offered in the fall. Rampino. 4 points.
Earth as a system involving interactions among the atmosphere, oceans, solid earth, and life. Geophysics and plate tectonics; circulation of the oceans and atmosphere; cycles of elements essential for life; and the coevolution of climate and life on earth over the past 4,500 million years. Current global environmental problems: the greenhouse effect from increasing atmospheric carbon dioxide and other gases, the effects of deforestation, and the depletion of the stratospheric ozone layer.

The Global Carbon Cycle
ENVST-UA 345 Prerequisite: Environmental Systems Science (ENVST-UA 100). Killilea, Volk. 4 points.
We examine the dynamics of marine and terrestrial ecosystems, the circulation of atmosphere and ocean, and the soil. To project the future of atmospheric CO2, we consider relationships among wealth, energy use, and CO2 emissions and explore how fossil fuel emissions are tied to the present and future trends of the global economy.

Energy and the Environment
ENVST-UA 350 Prerequisite: Environmental Systems Science (ENVST-UA 100). Offered in the spring. Bell. 4 points.
Utilizes the technical vocabulary of energy, including the concepts of work, energy, and power. Some basic chemistry and thermodynamics are introduced, permitting comparative analysis of energy systems. An introduction to life-cycle cost estimation is included, and associated environmental-impact calculations for energy systems are presented.

Fundamental Dynamics of Earth’s Atmosphere and Climate
ENVST-UA 360 Identical to MATH-UA 228.
Prerequisite: Calculus I (MATH-UA 121) or equivalent with a B-minus or higher. Recommended: General Physics I (PHYS-UA 11) or equivalent; further coursework in calculus. Pauluis, Smith. 4 points.
The unifying principles of planetary fluid dynamics. Topics: global energy balance, convection and radiation (greenhouse effect), effects of planetary rotation (Coriolis force), structure of atmospheric circulation (Hadley cell and wind patterns),
structure of oceanic circulation (wind-driven currents and thermohaline circulation), and climate and climate variability (including anthropogenic warming).

**Biogeochemistry of Global Change**

ENVST-UA 370 Identical to BIOL-UA 66.

Prerequisite: Environmental Systems Science (ENVST-UA 100) or Principles of Biology I and II (BIOL-UA 11, 12). Killilea. 4 points.

Biological controls on the chemistry of the environment and geochemical regulation of ecological structure and function. Specific case studies in global biogeochemical changes (e.g., acid precipitation, nitrogen deposition, eutrophication of the oceans).

**At the Bench: Ecological Analysis with Geographical Information Systems**

ENVST-UA 372 Identical to BIOL-UA 64.

Prerequisite: Environmental Systems Science (ENVST-UA 100), or Principles of Biology II (BIOL-UA 12) or equivalent. Killilea. 4 points.

Geographic information systems (GIS) are computerized systems for the capture, storage, management, analysis, and display of geographically referenced data and their attributes. Coordinate systems, data transformations, spatial analysis, and accuracy assessment. Laboratory exercises analyze ecological data and examples and provide extensive hands-on experience with ArcGIS, a professional GIS software package.

**Ethics and the Environment**

ENVST-UA 400 Identical to PHIL-UA 53.

Offered in the fall. Jamieson, Sebo. 4 points.

Environmental philosophy encompasses questions in metaphysics, the philosophy of science, and the history of philosophy, as well as in such normative areas as ethics, aesthetics, and political philosophy. Presents basic concepts in value theory and introduces some major controversies.

**Cooperation and the Commons**

ENVST-UA 412 Prerequisite: Environment and Society (ENVST-UA 101 or SOCS-SHU 135). Jacquet. 4 points.

Examines the strengths and limitations of cooperative efforts to overcome environmental problems, with particular emphasis on research into human behavior. Turns to evolutionary biology, experimental economics, and psychology for insights into the intricacies and origins of cooperation.

**Environmental History of the Early Modern World**

ENVST-UA 415 Identical to HIST-UA 115. Appuhn. 4 points.

The early modern period marks a moment of sudden and dramatic environmental change across the globe. Analyzes how this process unfolded in different parts of the world and treats basic problems in environmental history: the changing human relationship to the natural world, the relationship between environmental change and human societies, and the importance of biotic exchange in world history.

**Environmental History of New York City**

ENVST-UA 420 Identical to HIST-UA 275. Needham. 4 points.

Topics from the 17th century to the present. Nature and natural forces as key components of historical change. Includes site visits to investigate the history of our and NYU’s immediate environment.

**Science in Environmental Policy**

ENVST-UA 422 Prerequisite: Environment and Society (ENVST-UA 101 or SOCS-SHU 135). Offered in the spring. Kanter. 4 points.

For a range of environmental issues we review how the science emerged and evolved over time, the different roles scientists played (from agenda setting to monitoring implementation), and the controversies that arose as the interests of scientists, policy-makers, and other stakeholders interacted.

**History of Ecology and Environmentalism**

ENVST-UA 425 Offered every fall. Anker. 4 points.

Natural history collecting in the 18th century; environmental issues in the British, German, Scandinavian, African, and American contexts in subsequent centuries; recent U.S. experiences with pollution, asthma, global warming, and other problems. Critical discussion of ecological understandings of human philosophy, race, gender, fear, religion, sociology, and the economy.

**Urban Environmentalism**

ENVST-UA 431 Identical to SCA-UA 631. Offered in the spring. Charles-Guzman. 4 points.

Environmental issues in cities and towns: their causes and how to remedy them. Larger questions about the relationship between human society and the natural world in the urban context. Utilizes the analytic tools of sociology and ideas from economics, political science, philosophy, geography, and
natural science to develop a theoretical framework for understanding these issues.

Environmental Regulation
ENVST-UA 435 Prerequisite: Environment and Society (ENVST-UA 101 or SOCS-SHU 135). Offered in the spring. Kanter. 4 points.

Major global environmental threats of the 21st century: scientific justifications for action, institutions and policies formed and implemented to manage threats, and stakeholders involved in helping or hindering action.

Food, Animals, and the Environment
ENVST-UA 440 Identical to ANST-UA 440. Prerequisite: Environment and Society (ENVST-UA 101 or SOCS-SHU 135). Offered every spring. Schlottmann. 4 points.

Studies human interaction with both food and animals and the environmental impacts and ethical issues that arise from such interaction. Focuses on the moral standing of animals, animals as food, and the environmental impacts of agriculture, transportation, and consumption.

Global Environmental Politics
ENVST-UA 445 Offered in the spring. 4 points.

Law, politics, and policy of issues and debates in energy, climate, biodiversity, food, and water. How environmental problems are solved and solutions enforced (or not).

Topics in Environmental Values and Society
ENVST-UA 450 Identical to ENVST-UA 9450 at NYU Shanghai and NYU Sydney. Prerequisite: Environment and Society (ENVST-UA 101 or SOCS-SHU 135) or permission of the instructor. Offered every semester. Jamieson, Jerolmack, Kanter, Rademacher, Schlottmann, Sebo. 4 points.

Topics vary and may include Green Design; Primate Behavior and Conservation; Thinking Globally, Acting Locally; Economics and the Environment.

The Planet’s Last Frontiers
ENVST-UA 455 Identical to AHSEM-UA 232. Not open to freshmen. Offered in the spring. 4 points.

The high seas, the deep seabed, and Antarctica do not belong to any nation. What international laws are in place to protect such areas, and are they working? Examines law, policy, and environmental challenges.

Climate and Society
ENVST-UA 470 Prerequisite: Environment and Society (ENVST-UA 101 or SOCS-SHU 135); recommended: Climate Change (ENVST-UA 226). Offered in the fall. Schlottmann. 4 points.

Topics: ethics, justice, morality, and responsibility; definitions of nature; cost-benefit analysis and the precautionary principle; geo-engineering; contrarianism; framing and communication; social engagement; and education. Larger assumptions about values, behavior, economics, ethics, and nature in current climate change debates and discussions.

Environmental Justice and Inequality
ENVST-UA 480 Prerequisite: Environment and Society (ENVST-UA 101 or SOCS-SHU 135). Offered in the spring. Jerolmack. 4 points.

Traces the origins of the uneven distribution of environmental problems and hazards across various communities and analyzes how environmental problems reflect and exacerbate social inequality. Surveys the historical emergence of the environmental justice movement and explores competing moral and political visions for achieving equal protection from environmental hazards (both natural and manmade).

Introduction to Urban Political Ecology: Theory and Method
ENVST-UA 490 Prerequisite: Environment and Society (ENVST-UA 101 or SOCS-SHU 135). Rademacher. 4 points.

Explores the gap between aspirations for, and the enactment of, urban sustainability. How contests over environmental knowledge, sociocultural ideology, and discourse shape human engagement with urban nature, and in turn influence social and natural transformation.

Urban Greening Lab: New York
ENVST-UA 495 Prerequisite: Environment and Society (ENVST-UA 101 or SOCS-SHU 135). Offered every year. Rademacher. 4 points.

How New York’s historical and contemporary context have shaped the meaning, implementation, and social experience of environmental improvement. Seeks to integrate ecosystem ecology concepts, urban design principles, and social scientific sensibilities.

Journalism and Society: Covering the Earth
ENVST-UA 503 Identical to ENVST-UA 9503 at NYU Sydney and NYU Washington, D.C.; identical to JOUR-UA 503. Prerequisite: permission of the instructor. Offered every fall. Fagin. 4 points.

Traces the development of traditional environmental journalism from John Muir to John McPhee and examines how the field is adapting to a fast-changing media landscape. Issues of environmental advocacy,
citizen media, issue framing, risk balancing, and the scientific process.

**Making Art in the Anthropocene: Project on Ecology, Species, and Vibrant Matter**
ENVST-UA 593 Identical to ANST-UA 393, AHSEM-UA 193, THEAT-UT 801. Not open to freshmen. Chaudhuri, Erti. 4 points.
Prior artistic training/practice is not required, but artistic and creative work is required. Examines "post-humanist" theories of species, ecology, and matter, as well as a variety of literary, cinematic, and visual art works reflecting them. Students use space, objects, movement, sound, imagery, and writing to explore the aesthetic implications of these theoretical ideas.

**Animals and Society**
ENVST-UA 610 Identical to ANST-UA 200 and SOC-UA 970. Jerolmack. 4 points.
How relationships with animals reflect and shape social life, culture, and how people think about themselves. Explores the myriad and contradictory positions that animals occupy in society and deconstructs the social origins of these seemingly natural categories. How humans and animals coordinate interaction without language.

**Animals and Public Policy**
ENVST-UA 630 Identical to ANST-UA 500. Waffson. 4 points.
Considers how public policy is created, how social change occurs, and the influence of science, government, business, and non-governmental organizations on animal-related policies, legislation, litigation, and consumer campaigns, as well the meaning of "animal rights" and the impact of the modern animal protection movement.

**Internship in Environmental Studies**
ENVST-UA 800 Prerequisites: Open only to ES majors who have completed Environmental Systems Science (ENVST-UA 100) or Environment and Society (ENVST-UA 101 or SOCS-SHU 135). Offered every semester. Schlottmann. 4 points.
Experience in such environment-related organizations as nonprofits, research institutes, and governmental organizations. Students and the internship adviser agree to specific goals and a schedule for achieving them. Interns meet collectively during the semester for discussion and brief reports. (Students may also choose the NODEP-UA 9981 internship in NYU Berlin, NYU Sydney, and NYU Washington, D.C.)

**Honors Course**
**Honors Seminar in Environmental Studies**
ENVST-UA 950 Open only to senior ES Majors with a GPA of 3.65 both in the major and overall. Offered every spring. Jacquet. 4 points.
Students pursue independent research projects and workshop them under the supervision of a faculty member.
The Center for European and Mediterranean Studies (CEMS) offers an interdisciplinary major and minor focusing on contemporary patterns of politics, culture, and society, as well as on historical developments in Europe and the European-Mediterranean region. Majors may choose to write a senior honors thesis, involving one-on-one research with CEMS faculty. Advanced knowledge of a European language and a semester of study in one of NYU’s European sites are required of all majors to help ensure a deeper understanding of the culture and institutions of a country in the European or Mediterranean region. Although open to all students, the minor is especially suited to majors in European languages, history, or the social sciences.

CEMS offers and supports a wide array of activities, including lectures, workshops, and conferences dealing with both Western and Eastern Europe and the Mediterranean region. Both the major and minor are designed for students seeking pre-professional training for careers in international business and finance, diplomacy, international law, and cultural organizations dealing with Europe and the Mediterranean. Alumni have also pursued graduate and PhD studies in a variety of fields, as well as legal education.

Major: General Information

With the guidance 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 European and Mediterranean societies (past and present)—their challenges and policies;
• or an emphasis on European and Mediterranean cultures (past and present)—their ideas, values, and artistic and literary trends.

The program enables students to organize their courses around a practical or theoretical challenge in contemporary or historical European society or culture that is applicable to one or several countries. Examples of such challenges include: the changing impact of politics on culture and social cleavages; changing patterns of religious expression in Europe; literary expression and social change in Europe; the European approach to urban problems; migration and ethnicity in Europe; equality and inequality in Europe; and democratic transition in Europe. For honors-track students, the challenge will serve as the basis for the senior honors thesis.

Major: Program of Study

Ten 4-point courses (40 points) beyond the introductory level that focus on Europe and the Mediterranean region must be completed with a C or better, as follows:

1. **Max Weber Chair for German and European Studies**
   - Professor Martin

2. **Professors**
   - Fleming (History), Geppert (Global Professor of History), Wolff (History)

3. **Associate Professor**
   - Shaw (European and Mediterranean Studies/Philosophy)

4. **Assistant Professor**
   - Gross (History/European and Mediterranean Studies)

5. **Faculty Fellow**
   - Viscomi

6. **Affiliated Faculty**
   - Etmektsoglou (NYU Berlin), George (German Studies), Geroulanos (History), Pehe (NYU Prague), Williams (International Relations)
Majors in European and Mediterranean studies must demonstrate advanced-level knowledge of a major European language other than English (such as French, Spanish, Portuguese, Italian, German, Greek, or Russian). To demonstrate this knowledge, students must successfully complete one advanced-level language course. The alternative is to take a College of Arts and Science (CAS) placement exam and demonstrate proficiency above the intermediate level.

Majors are also required to complete at least one semester of study away. Students may petition the director of the center for exemption from this requirement.

Minor
All students minoring in European and Mediterranean studies must demonstrate proficiency in at least one European language at the intermediate level (such as French, German, Italian, Portuguese, Spanish, or Greek). They must also complete four 4-point courses (16 points) with a C or better as follows: one course in European history; one course in European culture (literature, philosophy, art history, or cinema); one course in social sciences (politics, anthropology, sociology, or economics); and one additional course in any of the three preceding categories.

Honors Program
A degree in European and Mediterranean Studies with honors is awarded to students who complete the ten courses (40 points) outlined above, who maintain a GPA of 3.65 (both overall and in the major), and who successfully complete original research leading to an honors thesis. The honors thesis, which counts as the 11th course for the major, is researched and written while registered in Independent Study (EURO-UA 998) during the spring semester of the student’s senior year under the supervision of a program faculty member. The thesis topic and the faculty adviser are chosen in consultation with the instructor of the advanced seminar Contemporary Europe (EURO-UA 950), taken during the fall semester of the student’s senior year. The average length of the thesis is 40-60 pages.

B.A./M.A. Program
This program offers qualifying majors in European and Mediterranean studies the opportunity to earn both the B.A. and the M.A. degrees at reduced tuition cost. By completing some of their graduate requirements while still undergraduates, students can finish the program in five years.

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. 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.

Eight graduate courses are required. For majors who completed the honors program, the master's thesis may be a revision of the senior honors thesis.

COURSES
European and Mediterranean studies is an interdisciplinary major. Students are encouraged to choose courses from across the College and University as they plan their program of study. However, they must always consult with a major adviser to confirm that a course or courses will count towards this major.
Topics: Migration in the Mediterranean
EURO-UA 174 4 points.
The Mediterranean region is central in the global circulation of populations. Begins in the late twentieth century and focuses on the historical, cultural, religious, and political dilemmas raised by contemporary migration. Topics include decolonization and Algerian migration in France, Andalusia between North Africa and Europe, Fortress Europe and the Spanish enclaves in Cueta and Melilla, Islam in Italy, death and dying in Greece, the growth of anti-immigrant populism in Europe, and Libya and sites of departure.

Contemporary Europe
EURO-UA 950 Prerequisite: permission of the department. Required of all majors. 4 points.
An advanced seminar exploring the changing meaning of Europe, European unity, and European identity over the last century, with an emphasis on the formation of the European Union during the last 65 years and issues facing the EU today.

Internship
EURO-UA 981 Prerequisite: permission of the department. Offered every semester. 4 points.
Advanced students in European and Mediterranean studies can earn academic credit for a structured and supervised experience within an approved organization.

Topics: The European Union in the Age of Globalization
EURO-UA 982 Martin. 4 Points.
Introduces the institutions, politics, and policies of the European Union and places them in historical and political context. The central question is whether European integration and globalization are mutually reinforcing or antagonistic, and why this might be the case.

Topics: Democracy, Dictatorship, and Civil War in Modern Mediterranean History
EURO-UA 983 Viscomi. 4 points
Explores how political violence has shaped the social landscapes of Southern Europe and charts the twentieth century from the collapse of liberalism to the rise, collapse, and eventual re-emergence of fascism in different guises. Examines Italy, Spain, and Greece as well as how categories of “fascism,” “democracy,” and “resistance” transformed and evolved in the past century. Concludes with discourses and practices of neo-fascist and nationalist groups in Southern Europe today.

Topics: European Political Thought Since Rousseau
EURO-UA 983 Shaw. 4 points.
Examines the development of political thought in Europe from the second half of the 18th century to the start of the 20th, looking at the Kantian, Hegelian, and Marxist developments in this tradition. Focuses on the important role played by differing conceptions of freedom, human nature, and history.

Topics: The Global Space Age
EURO-UA 983 Geppert. 4 points.
Charts the rise and fall of the so-called Age of Space from a global perspective. Topics: the rocket fad of the Weimar Republic, Nazi wonder weapons, the global UFO craze, the so-called Sputnik shock, and the American moon landings. Addresses the historical origins of techno-nationalism, from the Cold War to today’s Space Race in Asia.

Independent Study
EURO-UA 998 Prerequisite: permission of the department. 4 points.
An NYU and CAS education begins, in part, with writing. This practice reflects the University’s longstanding commitment to the centrality of written inquiry to undergraduate education. Expository writing courses at NYU teach students to move from answering teachers’ questions to responding to questions and problems that they themselves identify. To this end, students learn to use writing as a flexible tool for: exploring ideas; taking intellectual and creative risks; analyzing data (sources, text, visual material, or empirical data); making and rethinking observations; and investigating questions and curiosities. Students also learn to think of writing as a process of consciously crafting a text that purposefully communicates an idea, finding, result, insight, or interpretation to a specific imagined audience.

In addition to required writing courses for students in the College of Arts and Science, Rory Meyers College of Nursing, Silver School of Social Work, Tisch School of the Arts, Stern School of Business, and Tandon School of Engineering, the Expository Writing Program offers elective courses for students seeking to continue their exploration of the essay genre or to develop their understanding of how to communicate ideas effectively to a broad and diverse audience.

All College of Arts and Science students must satisfy the expository writing requirement by taking:

- Writing the Essay (EXPOS-UA 1); or
- International Writing Workshop I and II (EXPOS-UA 4 and 9), for qualifying English as a second language (ESL) students; or
- Writing I and II (WRI-UF 1001 and 2002 in the Liberal Studies Program), for HEOP/C-STEP students.

Special sections of EXPOS-UA 1 are offered and vary by semester. Some are focused on the theme of science, health, and technology. Others are linked to topical “streams” (e.g., “social justice”) that are available as part of the Residential College at Goddard, a by-application-only residence hall.

Writing Tutorial (EXPOS-UA 13) provides additional work in writing for undergraduates and is required for transfer students who do not successfully complete the University’s writing proficiency exam requirement.

There are no exemptions from the College’s expository writing requirement.

International and English as a Second Language Students

In CAS, for most students, Writing the Essay (EXPOS-UA 1) fulfills the College Core Curriculum writing requirement. Writing the Essay requires frequent analytical and reflective writing, which is common in other courses throughout NYU. The writing and reading assignments are challenging even for native speakers of English, and require them to develop conceptual frameworks for their arguments and ideas by working with a wide range of sophisticated and complex sources at a pace comfortable for most native speakers.

NYU recognizes that international students come with varying levels of language competency and fluency and require more time to complete challenging reading and writing assignments. For international students, there are alternate pathways to satisfying the Core writing requirement.

1) International students who attended English-language high schools for four years may be uncertain about the default placement into Writing the Essay (EXPOS-UA 1). For those students, an option is placement within the International Writing sequence, beginning with International Writing Workshop I (EXPOS-UA 4), followed by International Writing Workshop II (EXPOS-UA 9). The expectations for International Writing Workshop I and II are the same as for Writing the Essay, but the classes are smaller and there is more time (two semesters) to complete the curriculum. For help determining whether Writing the Essay or International...
Writing Workshop I is the better choice for international students who attended English-language high schools for four years, please visit the Expository Writing Program webpage: ewp.cas.nyu.edu.

2) All international students who did not attend English-language high schools for four years are asked to take a survey designed to determine appropriate placement. Based on their survey responses, these students may be placed into International Writing Workshop: Introduction (EXPOS-UA 3), which is followed by International Writing Workshop I (EXPOS-UA 4) and then by International Writing Workshop II (EXPOS-UA 9). The preliminary course, International Writing Workshop: Introduction, is taught in an environment where gaining fluency in reading, writing, and speaking in English is an expected part of the coursework, and offers the international student more time and support for reading, writing, and speaking. For questions about survey results, please consult with your adviser.

**COURSES**

**Writing the Essay**
EXPOS-UA 1 Required of all College of Arts and Science freshmen, and transfer students who have not completed an acceptable, equivalent course at another college. Special thematic sections are offered, which require permission from the Expository Writing Program (EWP). No exemptions. May not be taken on a pass/fail basis. 4 points.

Foundational instruction and practice in critical reading, creative and logical thinking, and clear, persuasive writing. Students learn to analyze and interpret written texts; to use texts as evidence; to develop ideas; and to write exploratory and argumentative essays. Exploration, inquiry, reflection, analysis, revision, and collaborative learning are emphasized.

**International Writing Workshop: Introduction**
EXPOS-UA 3 Prerequisite: permission of the program. A preliminary course in college writing for undergraduates for whom English is not a first language. Permission to register based on NYU admissions criteria and EWP assessment of reading, writing, listening, and speaking proficiency. Cannot substitute for EXPOS-UA 4 or EXPOS-UA 9. Meets twice weekly for 150 minutes each session. 4 points.

Provides preparation in reading, writing, listening, and speaking for academic purposes while increasing fluency, sentence control, and confidence. Emphasizes pre-writing strategies (exploratory writing, outlining, reflective writing, paraphrase, synthesis, analysis) and provides practice in multi-modal presentation. Students learn to make use of inquiry, evidence, and the incorporation of texts as they read in various genres (journals, newspapers, books, visual and moving arts) and draft and revise essays of their own.

**International Writing Workshop I**
EXPOS-UA 4 Prerequisite: permission of the program/standardized test scores. The first of two courses for students for whom English is not a first language. The College Core Curriculum writing and foreign language requirements are fulfilled with this course and International Writing Workshop II (EXPOS-UA 9). May not be taken on a pass/fail basis. 4 points.

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

**International Writing Workshop II**
EXPOS-UA 9 Prerequisite: International Writing Workshop I (EXPOS-UA 4) or Writing the Essay (EXPOS-UA 1). The second of two courses for students for whom English is not a first language. The College Core Curriculum writing and foreign language requirements are fulfilled with this course and International Writing Workshop I. 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 through a process of inquiry and reflection. Stresses analysis, revision, inquiry, and collaborative learning.

**Writing Tutorial**
EXPOS-UA 13 Required for students who do not pass the NYU Proficiency Exam. May not be taken on a pass/fail basis. 4 points.
EXPOSITORY WRITING PROGRAM

Offers intensive individual and group work in the practice of expository writing for those students whose writing proficiency examination reveals the need for additional, foundational writing instruction. Aims to better prepare admitted transfer students for the rigorous work they will have to complete in either Writing the Essay or International Writing Workshop (above). Concentrates on foundational work (grammar, syntax, paragraph development) leading to the creation of compelling essays (idea conception and development, effective use of evidence, understanding basic forms, and the art of persuasion).

A Spectrum of Essays
EXPOS-UA 15 Prerequisite: Writing the Essay (EXPOS-UA 1) and permission of the program. 4 points.
Provides advanced instruction in essay writing. Emphasizes the development of analytical, reflective, and imaginative skills that lead to accomplished essays in any academic discipline. Stresses curiosity and investigates the relationship in a written text between empirical evidence and thoughtfulness, inquiry and judgment, and exploration and decisiveness. Content and topics may vary.

Advanced Essay Writing for Science
EXPOS-UA 16 Prerequisite: Writing the Essay (EXPOS-UA 1). Offered in the spring. 4 points.
Offers science and pre-health students the opportunity to design and conduct intensive individual research, write honors-level essays for the public and for the academy, and deliver a professional presentation. Students are encouraged to present their own research at the College’s Undergraduate Research Conference and to submit completed essays for publication in Mercer Street, EWP’s journal of student work.

Writing in Community
EXPOS-UA 17 Prerequisite: Writing the Essay (EXPOS-UA 1) and permission of the program. Offered in the spring. 4 points.
Intended for students who are passionate about writing and community service and would like to explore the dynamic relationship between these two pursuits. Includes mentoring of under-served high school students in essay writing. Studies writers, artists, and filmmakers whose service and/or community engagement has become a basis for work that documents and reflects on pressing social concerns.

Writing and Speaking in the Disciplines
EXPOS-UA 18 Prerequisite: Writing the Essay (EXPOS-UA 1). Offered in the spring. 4 points.
Introduces students to professional discourse in their chosen disciplines; the specific curriculum is tailored to the students who enroll. Practice in observing, analyzing, and assessing the broad structure and elements of academic research, writing, and presentations in the humanities, social sciences, and natural sciences. Stresses independent research projects and oral presentations. Those intending to participate in the College’s Undergraduate Research Conference are encouraged to enroll as part of their preparation.

Writing Proficiency Examination
The Expository Writing Program administers the writing proficiency examination to students who receive a C-minus or lower (including F) in Writing the Essay (EXPOS-UA 1) or International Writing Workshop I (EXPOS-UA 4). EWP also administers the examination to all external transfer students, who must take and pass it to graduate. Transfer students who fail the exam are required to complete Writing Tutorial (EXPOS-UA 13).
The Foundations of Contemporary Culture (FCC) sequence of the College Core Curriculum seeks to provide students with perspective and intellectual methods to comprehend the development of our human cultures. The four FCC courses introduce students to the modes of inquiry by which societies may be studied, social issues analyzed, and artistic activity explored. Together, they give undergraduates a broad methodological background on which to draw when later engaged in the more focused work of their major courses of study. As a result, students receive a richer education than any single major could provide.

Through this core experience in humanistic and social-scientific inquiry the FCC framework allows students to enter into dialogue with one another despite differences in their course schedules, and in this way also encourages lifelong habits of intellectual curiosity and engagement.

As they learn the sound employment of the academic approaches at the center of their FCC classes, students develop their abilities to read critically, think rigorously, and write effectively. By building these skills and an appreciation of the diversity of human experience, the FCC seeks to prepare students for their continued learning in and beyond college, for active participation in their communities, and for lives in a rapidly changing world.

All FCC courses are taught by regular faculty, including some of the University’s most distinguished professors. In addition to two lectures a week, every FCC course includes weekly recitation sections, allowing for small-group discussion of the readings, close attention to students’ written work, and personal concern for students’ progress.

Prerequisites and Sequencing

During their first year, students normally complete a class from Texts and Ideas (CORE-UA 4XX) and one from Cultures and Contexts (CORE-UA 5XX), in either order. In the sophomore year, students choose an approved departmental offering for Societies and the Social Sciences and take Expressive Culture (CORE-UA 7XX), again in either order.

Students should complete the first-year FCC classes and the expository writing requirement before proceeding to the sophomore-level classes. Students in the International Writing Workshop sequence should not start their course work in the FCC until they have completed International Writing Workshop I (EXPOS-UA 4).

Exemptions and Substitutions

Because of the importance the faculty places on assuring every student a core experience in the Foundations of Contemporary Culture, there are no exemptions or substitutions for Texts and Ideas or Cultures and Contexts.

Students who complete a designated major or minor program in the social sciences are exempt from Societies and the Social Sciences. Those who complete a designated major or minor program in the humanities are exempt from Expressive Culture. Students who complete majors in each area, who complete a joint major designated in both areas, or who complete a major in one area and a minor in the other, may satisfy both components. A list of the area designations of major and minor programs in the College of Arts and Science (CAS) may be found on the Core Curriculum website.

CAS students can also satisfy Societies and the Social Sciences by completing an approved departmental course. For a current list of approved courses, consult the Core Curriculum website.
In addition to the information below, detailed descriptions of each year's course offerings may be found on the Core Curriculum website.

**Texts and Ideas**

**Texts and Ideas: Topics**

**CORE-UA 400** *Offered every semester. 4 points.*

**Texts and Ideas: Antiquity and the Middle Ages**

**CORE-UA 401** *Offered occasionally. 4 points.*

**Texts and Ideas: Antiquity and the Renaissance**

**CORE-UA 402** *Offered every year. 4 points.*

**Texts and Ideas: Antiquity and the Enlightenment**

**CORE-UA 403** *Offered every year. 4 points.*

**Texts and Ideas: Antiquity and the 19th Century**

**CORE-UA 404** *Offered every semester. 4 points.*

**Cultures and Contexts**

**Cultures and Contexts: Topics**

**CORE-UA 500** *Offered every year. 4 points.*
Recent topics include: The Silk Road and Central Asia, Global Christianities, Civil War and Its Aftermath in 20th Century Spain, Transnational Asia. Consult the Core Curriculum website for descriptions of each term's offerings.

**Cultures and Contexts: Islamic Societies**

**CORE-UA 502** *Offered every year. 4 points.*
The emphasis in the pre-modern period is first on the Qur’an and then on law, political theory, theology, and mysticism. For the more recent period, the stress is on the search for religious identity. Throughout, students are exposed to Islamic societies in the words of their own writings.

**Cultures and Contexts: Africa**

**CORE-UA 505** *Offered every other year. 4 points.*
Topics include problems in the interpretation of African literature, African history, gender issues, African thought and values, and the impact of the slave trade and colonialism on African societies and culture. Utilizes an interdisciplinary approach and a variety of readings.

**Cultures and Contexts: Japan**

**CORE-UA 507** *Offered every other year. 4 points.*
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 forged a modern nation-state.

**Cultures and Contexts: The Caribbean**

**CORE-UA 509** *Offered every other year. 4 points.*
Readings examine slavery and transplantation of peoples and cultures from Africa; the history of the region's differing forms of colonialism; the present postcolonial economic and political structures; anthropological material on family and community life, religious beliefs and practices, and gender roles and ideologies; and ways in which national, community, and group identities are expressed today.

**Cultures and Contexts: Middle Eastern Societies**

**CORE-UA 511** *Offered every other year. 4 points.*
Topics include: 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?
Foundations of Contemporary Culture

Cultures and Contexts: China
CORE-UA 512 Offered every other year. 4 points.
Fundamental concepts and practices of Chinese society and culture, examined using primary sources in translation whenever possible. By studying the social, political, religious, ideological, ritual, economic, and cultural life of the Chinese, students gain a sense of the core values and issues of Chinese civilization and how these have affected and continue to have an impact on the way people think and live.

Cultures and Contexts: Ancient Israel
CORE-UA 514 Offered every semester. 4 points.
Covers the period from about 1200 B.C.E. to the conquests of Alexander the Great in the fourth century B.C.E. Topics include law and social organization, prophetic movements, Israelite religion and the development of monothelism, and ancient Hebrew literature. Draws on evidence from the Hebrew Bible, archaeological excavations in Israel and neighboring lands, the discovery of ancient writings in Hebrew and related languages, and the civilizations of Egypt and Syria-Mesopotamia.

Cultures and Contexts: Latin America
CORE-UA 515 Offered every other year. 4 points.
Explores the cultural, social, and political organization of indigenous people before the period of European colonization. Studies the dynamics of the colonial encounter, focusing on indigenous responses to European rule, the formation of “Indian” society, and the interaction of Europeans, Africans, and indigenous people. Considers postcolonial Latin America and its political culture, competing ideologies of economics and social development, and construction of collective identities based on region, race, ethnicity, gender, and class.

Cultures and Contexts: India
CORE-UA 516 Offered every other year. 4 points.
Considers the paradoxes of modern India: ancient religious ideas coexisting with material progress, hierarchical caste society with parliamentary democracy, and urban shantytowns with palatial high-rises. Integrates research on India’s cultural values with social-scientific perspectives on their contemporary relevance. Examines problems such as protective discrimination for lower castes and cultural nationalism.

Cultures and Contexts: Contemporary Latino Cultures
CORE-UA 529 Offered every year. 4 points.
Examines the growth and development of “Latino” as a distinct category of identity out of the highly diverse populations of Latin American background in the United States, paying particular attention to the social processes shaping its emergence. Provides a detailed examination of the processes of cultural creation behind the rising growth of transnational cultures and identities worldwide, and of the forces that are fueling their development.

Cultures and Contexts: The African Diaspora
CORE-UA 532 Offered every year. 4 points.
The dispersal of Africans to various parts of the world over time, examining their experiences and those of their descendants. Regions of special interest include the Americas and the Islamic world, centering on questions of slavery and freedom while emphasizing the emergence of cultural forms and their relationship to both African and non-African influences.

Cultures and Contexts: Indigenous Australia
CORE-UA 536 Offered every other year. 4 points.
Aboriginal Australian forms of identity, social being, and culture. Topics: cultural formulations of kinship, ritual, art, gender, and politics; the “other” and negative or positive formulations of the “primitive”; cultural autonomy and self-determination; and how Aboriginal peoples are represented and thought about by outsiders.

Cultures and Contexts: Modern Israel
CORE-UA 537 Offered every year. 4 points.
Examines the different ethnic origins of the Jewish population over the last 150 years and the growing role of the Arab population (approaching 20 percent) in Israeli society. Topics: the special role of religion in the secular state, the development of Hebrew-speaking culture, the political system, the settlement movement and the peace movement, gender issues, and the role of the army.

Cultures and Contexts: Asian/Pacific/American Cultures
CORE-UA 539 Offered every year. 4 points.
Major historical and contemporary issues, including migration, modernization, racial formation, community-building, and political mobilization. Particular attention is given to Asian Americans’ use of cultural productions (films, literature, art, media, and popular culture) as an expression and reflection of their cultural identities, historical conditions, and political efforts.
Cultures and Contexts: New World Encounters  
CORE-UA 541  Offered every year. 4 points.  
How did indigenous cultures in Central and South America and the Caribbean understand and document their first encounters with Europeans? Explores how those subjugated and enslaved by conquest and colonialism interpreted, resisted, and recorded their experience, considers what new cultural forms emerged from these violent encounters, and examines their role in the foundation of “Latin American” cultures. Readings balance a range of primary documents and art created during the “age of encounter” with historical and theoretical texts.

Cultures and Contexts: Korea  
CORE-UA 543  Offered every other year. 4 points.  
A multi-disciplinary survey from antiquity to the present. Topics: formation and development of social relations, popular beliefs, and systems of thought and their resonances and ramifications in modern Korea; encounters with the West and the national struggle under colonial rule; social upheavals after liberation; the Korean War; economic development and crisis; the democracy movement and its limitations; relations with North Korea and the U.S.; and sociocultural diversification in the age of globalization.

Cultures and Contexts: Spain  
CORE-UA 544  Offered every year. 4 points.  
Focuses on the mid-nineteenth through the late twentieth century and studies fiction, poetry, film (fiction and documentary), painting, poster art, photography, performance, and architecture. Students actively engage in an informed analysis of cultural works from Spain in order to better understand and question the relation between cultural forms and issues of national identity, tradition, modernity, and authorship as they relate to the historical moment and location in which they are produced.

Cultures and Contexts: Egypt of the Pharaohs  
CORE-UA 545  Offered every year. 4 points.  
The archaeology, literature, and art of ancient Egypt. Topics: ancient Egyptian religious experiences and ethics; constructions of gender, class, and ethnicity; varieties of social experience; and how Egyptians (regardless of social standing) attempted to alter their socio-political circumstances through concerted political action, magic, revolt, or the construction of well-crafted satire. Primary sources include letters, wisdom literature, love poetry, ancient house plans, tomb scenes, and physical anthropology.

Cultures and Contexts: Italy  
CORE-UA 554  Offered every year. 4 points.  
Italian culture and identity seen through the lens of Rome, both as an actual place and as a political and cultural ideal. Topics: the founding and development of the city; its various “rebirths” in the Renaissance, the Italian Risorgimento, and the Fascist regime; and the vitality of Rome and its histories/myths in other national, political, and aesthetic contexts, from France to the United States.

Societies and the Social Sciences  
Note that the prerequisite for Societies and the Social Sciences is completion of Texts and Ideas (CORE-UA 4XX) and Cultures and Contexts (CORE-UA 5XX), as well as completion of (or exemption from) Writing the Essay (EXPOS-UA 1), Writing II (WRI-UF 2002), or International Writing Workshop II (EXPOS-UA 9).

Cultures and Contexts: Italy  
CORE-UA 544  Offered every year. 4 points.  
Focuses on the mid-nineteenth through the late twentieth century and studies fiction, poetry, film (fiction and documentary), painting, poster art, photography, performance, and architecture. Students actively engage in an informed analysis of cultural works from Spain in order to better understand and question the relation between cultural forms and issues of national identity, tradition, modernity, and authorship as they relate to the historical moment and location in which they are produced.

Expressive Culture  
Note that the prerequisite for all Expressive Culture courses is completion of Texts and Ideas (CORE-UA 4XX) and Cultures and Contexts (CORE-UA 5XX), as well as completion of (or exemption from) Writing the Essay (EXPOS-UA 1), Writing II (WRI-UF 2002), or International Writing Workshop II (EXPOS-UA 9).

Expressive Culture: Words  
CORE-UA 710  Offered occasionally. 4 points.  
What is literature or the literary? Is there a literary language that works differently from ordinary language? What is literary style and form? What is the position of the writer or artist in relation to society, and what is the function of the reader? Is literature a mirror of the world that it describes, an attempt to influence a reader’s ideas or opinions, an expression of the identity of the writer, or none of these?
**Expressive Culture: The Graphic Novel**  
CORE-UA 711 Offered every other year. 4 points.  
Examines the interplay between words and images in the graphic novel, a hybrid medium with a system of communication reminiscent of prose fiction, animation, and film. What is the connection between text and art? How are internal psychology, time, and action conveyed in a static series of words and pictures? What can the graphic novel convey that other media cannot? Authors include Alan Moore, Art Spiegelman, Peter Milligan, Charles Burns, and Carla Speed McNeil.

**Expressive Culture: Images**  
CORE-UA 720 Offered every year. 4 points.  
Considers 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; turns to explore the visual and conceptual challenges presented by major works of sculpture, architecture, and painting; and concludes with a selection of problems raised by art today. Students develop a vocabulary to both appreciate and question the artistic “gestures” of society in various places and times.

**Expressive Culture: Painting and Sculpture in New York Field Study**  
CORE-UA 721 Offered every spring. 4 points.  
New York’s public art collections contain important examples of painting and sculpture from almost every phase of the past, as well as some of the world’s foremost works of contemporary art. Meets once a week for an extended period and combines on-campus lectures with group excursions to the museums or other locations where these works are exhibited.

**Expressive Culture: Architecture in New York Field Study**  
CORE-UA 722 Offered every fall. 4 points.  
New York’s rich architectural heritage offers a unique opportunity for firsthand consideration of the concepts and styles of modern urban architecture, as well as its social, financial, and cultural contexts. Meets once a week for an extended period and combines on-campus lectures with group excursions to prominent buildings. Considers individual buildings as examples of 19th- and 20th-century architecture, and examines the development of the skyscraper and the adaptation of older buildings to new uses.

**Expressive Culture: Sounds**  
CORE-UA 730 Offered every semester. 4 points.  
Our lives pulsate with patterns of sounds that we call music, yet we rarely think consciously about what they mean. Questions 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, assesses the value and function of music in human experience.

**Expressive Culture: Performance**  
CORE-UA 740 Offered every other year. 4 points.  
Examines “performance” both as a practice and as a theoretical tool with which to understand today’s world. Covers theatre and dance, performance in everyday life, rituals, popular entertainments, and intercultural performance. On the theoretical level, introduces “speech acts,” “restored behavior,” “ritual process,” and “play.”

**Expressive Culture: Film**  
CORE-UA 750 Offered every semester. 4 points.  
By exploring the expressive and representational achievements of cinema in the context of modernity and mass culture, students learn the concepts to grasp the different ways in which films create meaning, achieve their emotional impact, and respond in complex ways to the historical contexts in which they are made.

**Expressive Culture: La Belle Époque**  
CORE-UA 761 Offered every other year. 4 points.  
La Belle Époque, that period in the life of France’s pre-World War I Third Republic (1871-1914) associated with extraordinary artistic achievement, saw Paris emerge as the undisputed Western capital of painting and sculpture; it also was the most important production site for new works of musical theatre and, arguably, literature. Topics: Impressionism, fauvism, and cubism; the operas of Bizet, Saint-Saëns, and Massenet and the plays of Sardou and Rostand; the novels of Zola and stories of Maupassant; and Marcel Proust’s *Remembrance of Things Past*, the first volume of which appeared just as the First World War was about to bring the Belle Époque to a violent end.
Foundations of Scientific Inquiry

Science and technology play such a central role in the modern world that even individuals not directly engaged in scientific or technical pursuits must have solid skills in quantitative and analytical reasoning and a clear understanding of scientific investigation. Citizens of the 21st century need competence and confidence in dealing with the approaches and findings of science if they are to make informed decisions on vital political, economic, and social issues. Rather than striving for encyclopedic coverage of facts, Foundations of Scientific Inquiry (FSI) courses in the College Core Curriculum stress the process of scientific reasoning and seek to illustrate the role of science and mathematics in our understanding of the natural world. They give students who will not be science majors a positive experience in scientific inquiry and encourage learning about how science is done. The quantitative component of these courses emphasizes the critical role of mathematics in the analysis of natural phenomena.

The courses within FSI are organized into three groups: Quantitative Reasoning, Physical Science, and Life Science. All lectures are taught by regular faculty, including some of the University's most distinguished professors, and each course includes a weekly workshop or laboratory section.

Prerequisites and Sequencing
Students complete one course in Quantitative Reasoning (CORE-UA 1XX), one course in Physical Science (CORE-UA 2XX), and one course in Life Science (CORE-UA 3XX).

Quantitative Reasoning (QR) is not a prerequisite for Physical Science or Life Science courses. However, QR should be completed in the freshman year and no later than the sophomore year.

Students may take Physical Science and Life Science in either order. Students should aim to complete both courses before the end of their sophomore year.

Exemptions and Substitutions
Students who complete a major in the natural sciences, the prehealth curriculum, or the combined dual-degree program in engineering are exempt from the Foundations of Scientific Inquiry requirements. In addition, Quantitative Reasoning, Physical Science, and Life Science can each be satisfied by appropriate Advanced Placement (AP), International Baccalaureate, or A-Level credit, or by substituting specific courses, as listed below. For AP and other examination equivalencies, consult the admission section of this Bulletin. CAS does not offer exemption or placement examinations for Quantitative Reasoning, Physical Science, or Life Science.

Quantitative Reasoning
In addition to courses offered under this title (CORE-UA 1XX), students can satisfy the Quantitative Reasoning component with any of the following options.

- AP or equivalent credit in calculus (Calculus AB or BC, 4 or 8 points)
- AP or equivalent credit in statistics (4 points)
- A score of 700 or higher on the SAT Subject Examination in Mathematics (Level 1 or 2)
- Biostatistics (BIOL-UA 42)
- Statistics (ECON-UA 18)
- Analytical Statistics (ECON-UA 20)
- Environmental Quantitative Methods (ENVST-UA 310)
- Patterns in Language (LING-UA 6)
- Calculus I (MATH-UA 121)
Foundations of Scientific Inquiry

- Mathematics for Economics I (MATH-UA 211)
- Introduction to Research Methods for Politics (POL-UA 850)
- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Statistics for Social Research (SOC-UA 302)
- Biostatistics in Public Health (UGPH-GU 20)

Physical Science and Life Science

In addition to courses offered under these titles (CORE-UA 2XX and 3XX respectively), students can satisfy both these components with any of the following options.

- AP or equivalent credit for any of the following: Biology (8 points), Chemistry (8 points), both Physics 1 and 2 (10 points), or both Physics C-Mechanics (3 points) and Physics C-Electricity and Magnetism (3 points)
- Completion of one of the following sequences:
  - General Chemistry I and Laboratory (CHEM-UA 125) and General Chemistry II and Laboratory (CHEM-UA 126)
  - Advanced General Chemistry I and Laboratory (CHEM-UA 127) and Advanced General Chemistry II and Laboratory (CHEM-UA 128)
  - General Physics I and II (PHYS-UA 11, 12)
  - Physics I and II (PHYS-UA 91 and 93) and Introductory Experimental Physics I and II (PHYS-UA 71, 72)

Physical Science

In addition to courses offered under this title (CORE-UA 2XX), students can satisfy this component with any of the following options.

- AP or equivalent credit for Physics C-Mechanics (3 points) or Physics C-Electricity and Magnetism (3 points), or for either Physics 1 or Physics 2 (4 points each)
- AP credit for Environmental Science (4 points)
- Completion of one of the following:
  - General Chemistry I and Laboratory (CHEM-UA 125)
  - Advanced General Chemistry I and Laboratory (CHEM-UA 127)
  - General Physics I (PHYS-UA 91)
  - Physics I (PHYS-UA 91) and Introductory Experimental Physics I (PHYS-UA 71)

Life Science

In addition to courses offered under this title (CORE-UA 3XX), students can satisfy this component with any of the following options.

- Human Evolution (ANTH-UA 2)
- Principles of Biology II (BIOL-UA 12) and Principles of Biology Laboratory (BIOL-UA 123)
- Where the City Meets the Sea (BIOL-UA 140/ENVST-UA 275)

In addition to the information listed below, detailed descriptions of each year’s course offerings may be found on the Core Curriculum website.

Courses

In addition to the information listed below, detailed descriptions of each year’s course offerings may be found on the Core Curriculum website.

Quantitative Reasoning

Quantitative Reasoning: Mathematical Patterns in Nature
CORE-UA 101 Offered every other year. 4 points.
Calculator-based and focuses on applications and case studies in the natural sciences and economics.
Topics include the scale of things in the natural world; the art of making estimates; growth laws, including the growth of money and the concept of "constant dollars"; radioactivity and its role in unraveling the history of the earth and solar system; the notion of randomness and basic ideas from statistics; scaling laws—why things are the size they are; the cosmic distance ladder; and the meaning of "infinity."

**Quantitative Reasoning: Elementary Statistics**
CORE-UA 105 *Offered every year. 4 points.*
Mathematical theory is minimized. Emphasis is on methods. Actual survey and experimental data are analyzed. Computations are done with calculators. Topics: description of data, elementary probability, random sampling, mean, variance, standard deviation, statistical tests, and estimation.

**Quantitative Reasoning: Probability, Statistics, and Decision Making**
CORE-UA 107 *Offered every year. 4 points.*
Elementary probability theory approached through games and gambling. Topics include probability, expectation, introduction to game theory, gambler’s ruin, gambling systems, and optimal strategies. Examples are taken from games of chance, including backgammon, blackjack, craps, and poker.

**Quantitative Reasoning: Mathematics and Computing**
CORE-UA 109 *Offered every other year. Klukowska. 4 points.*
Teaches mathematical concepts using the Python programming language. Introduction to basic Python operations with numbers and strings, variables, Boolean logic, control structures, loops, and functions. These operations are applied to the mathematical principles of growth and decay, geometric progressions, compound interest, exponentials, permutations, and probability.

**Quantitative Reasoning: Great Ideas in Mathematics**
CORE-UA 110 *Offered every year. 4 points.*
Topics include: great mathematicians and their contributions; how understanding of the natural world affects mathematics (and vice versa); computations, proof, and mathematical reasoning in modern society; mathematics as a liberal art and a path to truth, beauty, and understanding.

**Physical Science**

**Physical Science: Energy and the Environment**
CORE-UA 203 *Offered every semester. Kahr, Walters, Ward. 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. Discusses our need for energy, fossil fuels and their supplies, and the available alternatives.

**Physical Science: Einstein’s Universe**
CORE-UA 204 *Offered every semester. Brujic, Budick, Tinker, Weiner. 4 points.*
Addresses the life and work of Einstein in the context of 20th-century physics, beginning with 19th-century ideas about light, space, and time to understand why his 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.

**Physical Science: Exploration of Light and Color**
CORE-UA 205 *Offered every other year. Adler. 4 points.*
This introduction to color and the related topics of light and optics includes their applications to photography, art, natural phenomena, and technology. Topics include how color is described and measured (colorimetry); how light is produced; how atoms and molecules affect light; how the human retina detects light; how lenses are used in cameras, telescopes, and microscopes; and 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.

**Physical Science: From Quarks to Cosmos**
CORE-UA 209 *Offered every semester. Cranmer, Mincer, Modjaz, Ruderman, Weiner. 4 points.*
How old is the universe? How did galaxies, stars, and planets form? What are the fundamental constituents of matter, and how do they combine to form the contents of the universe? We consider how
measurements and chains of scientific reasoning have allowed us to reconstruct the Big Bang by measuring little wisps of light reaching the earth, to learn about subatomic particles by use of many-mile-long machines, and to combine the two to understand the universe as a whole from the subatomic particles of which it is composed.

**Physical Science: How Things Work**  
CORE-UA 214 Offered every semester. Budick, Haas. 4 points.
Do you know how electricity is generated? How instruments create music? What makes refrigerator magnets stick? How wheels use friction? All of the devices that define contemporary living are applications of basic scientific discoveries. Covers basic principles of physics by examining selected devices such as CD and DVD players, microwave ovens, the basic electronic components of computers, lasers and LEDs, magnetic resonance imaging used in medicine, and even nuclear weapons.

**Life Science**

**Life Science: Human Genetics**  
CORE-UA 303 Offered every year. Rockman, Small. 4 points.
Begins with an overview of the principles of inheritance, where simple Mendelian genetics is contrasted with the interactions of genes and environment that influence complex physical or behavioral traits. Descending to the molecular level, we investigate how genetic information is encoded in DNA and examine the science and social impact of genetic technology, including topics such as cloning, genetic testing, and the human genome project. Concludes by studying how genes vary in populations and how geneticists are contributing to our understanding of human evolution and diversity.

**Life Science: Human Origins**  
CORE-UA 305 Offered every year. Anton, Bailey, Diotell, Harrison, Higham. 4 points.
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.

**Life Science: Brain and Behavior**  
CORE-UA 306 Offered every semester. Fenton, Hawken, Kiorpes, Reyes, Suzuki. 4 points.
Examines how the brain learns and how it creates new behaviors, together with the brain mechanisms that are involved in sensory experience, movement, hunger and thirst, sexual behaviors, the experience of emotions, perception and cognition, and memory and the brain’s plasticity. Other topics include behavioral disorders like schizophrenia and bipolar disorder, and how drugs can alter behavior and brain function.

**Life Science: The Molecules of Life**  
CORE-UA 310 Offered every year. Jordan. 4 points.
Examines the chemistry and biology of biomolecules that make up the molecular machinery of the cell. Applies the principles of chemical bonding and molecular structure to understand the structure and function of biomolecules. Topics include the structure and function of DNA, the varieties of protein architecture, and how enzymes facilitate biochemical reactions.

**Life Science: Lessons from the Biosphere**  
CORE-UA 311 Offered every year. Volk. 4 points.
Major topics: (1) Evolution of Life: How did life come to be what it is today? (2) Life’s Diversity: What is life like today on the global scale? (3) Cycles of Matter: How do life and the nonliving environment interact? (4) The Human Guild: How are humans changing the biosphere, and how might we consider our future within the biosphere? Includes an exploration at the American Museum of Natural History.

**Life Science: Earth, Life, and Time**  
CORE-UA 312 Offered every year. Rampino. 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. We examine 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.
CORE-UA 313 Offered every year. Azmitia. 4 points.
We learn about the functions of the cortex in higher learning and memory, as well as discuss the basic work of the brain stem in regulating the internal environment of the body. The importance of nutrition on neurotransmitter synthesis, the function of sleep on memory and why we need so much of it, and the effects of alcohol and drugs on the brain and the meaning of addiction are covered. We look at brain development and the special needs of children, as well as brain aging and illness. Laboratories provide hands-on experience in exploring the structure of the brain.

Life Science: Genomes and Diversity
CORE-UA 314 Offered every other year. Siegel. 4 points.
Topics: the fundamentals of DNA, genes, and genomes; microbial diversity; animal and plant diversity, focusing on domesticated species as examples of how genomic methods can be used to identify genes that underlie new or otherwise interesting traits; the use of DNA to trace human ancestry; the use of genomics as a diagnostic tool in medicine; and the societal implications of our ability to alter the genomes of crop plants, livestock, and, potentially, humans.

Life Science: Human Reproduction
CORE-UA 315 Offered every year. Naftolin. 4 points.
Covers the basic development, anatomy, and function of the reproductive systems in men and women, including the human sexual response and the sexual development of differences in the brain. Special topics include sexually transmitted diseases, family planning, in vitro fertilization, and reproductive ethics. Examines the relationships between reproduction and societal, medical, and global issues.
The Department of French Literature, Thought, and Culture welcomes students with no knowledge of French, as well as students who learned French in high school and who wish to “keep up” their language skills and/or study the literature, culture, or thought traditions of France and French-speaking countries and regions. Advanced courses are also suitable for native speakers of the language. With an emphasis on the diversity of the French-speaking world, and on urgent questions such as gender, race, and the environment, the department’s course offerings are constantly evolving. The department offers a variety of majors and minors all of which pair well with and complement a wide variety of majors, including but not limited to art history, comparative literature, economics, history, international relations, journalism, music, and psychology. Departmental majors and minors are strongly encouraged to take courses at NYU Paris, located in the heart of the historic Latin Quarter.

After graduation French majors follow a wide range of career paths. Among recent graduates are: a diplomatic policy advisor for the United Nations, an editorial project manager, a fashion journalist, an international development consultant, a manager in an international real estate firm, and others who work in the US Foreign Service, art museums, and NGOs. Other popular post-graduation pathways include graduate school (French, art history, etc.), medical school, and law school.

At the Maison Française, students can attend films, lectures, and concerts, Café et Conversation and Ciné-Club events, and informal conversation groups, as well as take advantage of library facilities. The Department of French is proud of the number of undergraduates who have been elected to Pi Delta Phi, the national French honor society.

**Major in French: General Information**

The prerequisite for admission to the major is completion of Intermediate French Two (FREN-UA 12) or Intensive Intermediate French (FREN-UA 20) with a grade of B-minus or better (or an equivalent course or exam, such as AP French). All students who wish to major in the Department of French must declare with the department and consult a departmental adviser prior to any registration.

The director of undergraduate studies assigns each major a permanent faculty adviser within the department. Majors must meet with their adviser at least once per semester to obtain clearance for the following semester. When students are abroad, the process takes place via email.

No grade lower than C may be counted toward the major (courses graded Pass/Fail do not count). The overall GPA in all French courses must be 2.0 or above.
Students in Global Liberal Studies pursuing a major in French may count the French Senior Seminar toward their GLS Senior Seminar requirements; in addition, any French or Francophone literature course with substantive transnational content in the French Department will also count as meeting the GLS Advanced Global Cultures course requirement.

Transfer students must complete at least 20 points of the 36 FREN-UA points required for the French major at the College of Arts and Science or at NYU Paris.

For all questions about the French major, please email frenchinfo@nyu.edu

**Major in French: Requirements**

The major consists of 36 points (in any combination of 2- and 4-point FREN-UA courses) distributed as follows:

- **Foundations courses**, focused on acquiring linguistic and general cultural knowledge (16 points in FREN-UA, all courses in French). French Advanced Grammar and Composition (FREN-UA 30) is required and must be the first course taken in the foundations category. Written Contemporary French (FREN-UA 105) or Advanced Composition (FREN-UA 9106) is also required and must be taken no later than the semester preceding the Senior Seminar. Students may count an internship at NYU Paris in this category.
- **Discovery courses**, focused on specific aspects of France and the French-speaking world (16 points in FREN-UA, 8 of which must be taken at the New York campus; courses may be in French or English). Students may also count First-Year Seminars, Advanced Honors Seminars, and College Core Curriculum courses taught by departmental faculty toward this category.
- **Inquiry course**, a capstone experience focused on individual student research (4 points). This is one Senior Seminar (FREN-UA 991 or 992), conducted in French or English. Prerequisite: Written Contemporary French (FREN-UA 105) or Advanced Composition (FREN-UA 9106).

**Major in Romance Languages**

See the Romance languages section of this Bulletin for details and requirements.

**Major in French and Linguistics**

This joint major requires a total of nine 4-point courses (36 points) completed with a C or better.

The French part of this major is satisfied by taking four 4-point FREN-UA courses (16 points) as follows:

- One advanced language course chosen from the following:
  - Spoken Contemporary French (FREN-UA 101)
  - French Phonetics (FREN-UA 103)
  - French Translation (FREN-UA 107)
  - French: Advanced Techniques of Translation (FREN-UA 108)
  - Acting French (FREN-UA 109)
  - Business French (FREN-UA 110)
- One course in advanced written French (usually Written Contemporary French, FREN-UA 105)
- Two discovery courses, chosen with advice of the department

The linguistics part of this major is satisfied by taking the following five 4-point courses (20 points):

- Either Language (LING-UA 1) or Language and Mind (LING-UA 3)
- Sound and Language (LING-UA 11)
- Grammatical Analysis (LING-UA 13)
- A total of two additional courses from two different fields of linguistics, chosen from the following:
  - Historical linguistics (LING-UA 14)
  - Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38, LING-UA 57)
  - Phonology (LING-UA 12)
  - Semantics (LING-UA 4)
Minors in French: General Information
All students who wish to minor in the Department of French must contact the department to declare, and must consult a departmental adviser prior to any registration. No grade lower than a C counts toward any minor (courses graded Pass/Fail do not count). Students may choose one of four programs of study.

Minor in French Studies
For students with an interest in French-language literature and culture outside of France (e.g., in Africa, the Caribbean, Canada, the US, or the Far East). Consists of 16 points (in any combination of 2- or 4-point FREN-UA courses) above the intermediate level. French: Approaches to Francophone Literature (FREN-UA 145) is required. With permission of the French department, a course taught in English can be counted toward this minor if the coursework is completed in French.

Minor in Francophone Studies
For students with an interest in French-language literature and culture outside of France (e.g., in Africa, the Caribbean, Canada, the US, or the Far East). Consists of 16 points (in any combination of 2- or 4-point FREN-UA courses) above the intermediate level. French: Approaches to Francophone Literature (FREN-UA 145) is required. With permission of the French department, a course taught in English can be counted toward this minor if the coursework is completed in French.

Minor in French Literature in Translation
For students who have an interest in French literature but do not have the linguistic preparation to read in French. Consists of 16 points (in any combination of 2- or 4-point FREN-UA courses) taught in English that focus on French literature. The courses are to be chosen in consultation with the director of undergraduate studies.

Minor in Literature in Translation
For students who have an interest in the literature of several different countries and/or cultures and wish to explore that literature through English translation. Consists of four courses (16 points) taught in English with a focus on foreign (i.e., not originally written in English) literature offered by participating CAS disciplines (classics, comparative literature, dramatic literature, East Asian studies, English, French, German, Hebrew and Judaic studies, Italian, Middle Eastern and Islamic studies, Russian and Slavic studies, and Spanish and Portuguese). A student majoring in a specific language cannot take courses in his or her home department for this minor. In addition, a student must take courses from at least two different departments for this minor, with no more than two courses from the same department.

Honors Program
Eligibility: A student must spend a minimum of three full semesters in residence at the College of Arts and Science. Attendance at NYU Paris counts toward such residence. The student must maintain an overall GPA of at least 3.65 and a major average of 3.65 or higher. Students who wish to pursue honors should apply to the departmental director of honors during their junior year.

Requirements for honors: In addition to completion of all major requirements including a Senior Seminar (FREN-UA 991, 992), candidates for French honors must also enroll in Honors Thesis (FREN-UA 995), a 4-point course taken over two semesters (normally 2 points in the fall, 2 points in the spring of the student’s senior year). This Honors Thesis course sequence cannot count toward completion of the credit requirements for the French major.
The honors thesis: A work of scholarship and/or criticism in the field of French or Francophone literature or culture. The thesis is ordinarily written in French (25 pages minimum); exceptionally, students may petition to write it in English (40 to 60 pages). The seminar professor and the thesis adviser determine based on this work and an oral defense whether to recommend the student for an honors degree. A grade of at least A-minus is required for the award of honors in French.

Accelerated B.A./M.A. Program in French or French Studies
The Department of French and the Institute of French Studies offer qualified students the opportunity to earn the B.A. and M.A. degrees in a shortened period of study and at reduced cost. While still undergraduates, students enrolled in the program may earn up to 12 points toward the M.A. by completing three graduate courses in the Department of French or at the Institute of French Studies. To earn advanced standing, these points may not be counted toward an undergraduate degree, and must be in excess of the 128 points required for the B.A. Admission to the program is open to students who have completed between 48 and 96 credits with an overall GPA of at least 3.5 and a GPA of 3.5 or higher in the major. Application to the program can be made through the director of undergraduate studies in the Department of French. For more information on the B.A./M.A. in French studies, please consult: as.nyu.edu/ifs/ma-programs/bama-program.

NYU Paris
For NYU Paris, see information in the study away section of this Bulletin. Please note that not all classes offered at NYU Paris can be counted towards the Department's minors and majors. Please consult with the director of undergraduate studies (frenchinfo@nyu.edu) for up-to-date information.

Internships
In addition to the basic requirements for the major, students also have the opportunity to participate in internships sponsored by the department. Recent internships have been completed at the French cultural services office, the French music office, and the French film office. For more information, please contact the undergraduate administrative aide (frenchinfo@nyu.edu).

COURSES

Placement in French Language Courses
Refer to the department's website for information on placement in French language courses.

Fulfilment of the College Core Curriculum Language Requirement
The language requirement in French may be fulfilled either by an intensive sequence of two 6-point courses (FREN-UA 10 and FREN-UA 20) for a total of 12 points, or by an extensive sequence of four 4-point courses (FREN-UA 1, FREN-UA 2, FREN-UA 11, and FREN-UA 12) for a total of 16 points. A student may also follow a plan of study combining two 4-point courses with one 6-point course (FREN-UA 1, FREN-UA 2, FREN-UA 20; or FREN-UA 10, FREN-UA 11, FREN-UA 12) for a total of 14 points. Students planning to continue their study of French beyond the College Core Curriculum requirement are advised to follow the intensive sequence, since this permits completion through the intermediate level in two semesters.

Introductory Language Courses
Elementary French I
FREN-UA 1 Open to students with no previous training in French. Not equivalent to FREN-UA 10. Only by following FREN-UA 1 with FREN-UA 2 can a student complete the equivalent of FREN-UA 10 and then continue on to the intermediate level. Offered every semester. 4 points.

Elementary French II
FREN-UA 2 Continuation of FREN-UA 1. To continue on to the intermediate level, a student must complete both FREN-UA 1 and FREN-UA 2. This two-semester sequence is equivalent to FREN-UA 10. Offered every semester. 4 points.
Intensive Elementary French  
FREN-UA 10  Open to students with no previous training in French. Completes the equivalent of a year’s elementary level in one semester. Offered every semester. 6 points.

Intermediate French I  
FREN-UA 11  Prerequisite: Elementary French II (FREN-UA 10). Open to students who have completed the equivalent of a year’s elementary level and to others on assignment by placement test. Not equivalent to FREN-UA 20. Only by following FREN-UA 11 with FREN-UA 12 can a student complete the equivalent of FREN-UA 20 and then continue on to the post-intermediate level. Offered every semester. 4 points.

Intermediate French II  
FREN-UA 12  Continuation of FREN-UA 11. To fulfill the College Core Curriculum requirement and continue on to the post-intermediate level, a student must complete both FREN-UA 11 and FREN-UA 12. This two-semester sequence is equivalent to FREN-UA 20. Offered every semester. 4 points.

Intensive Intermediate French  
FREN-UA 20  Prerequisite: Elementary French II (FREN-UA 2) or Intensive Elementary French (FREN-UA 10). Open to students who have completed the equivalent of a year’s elementary level and to others on assignment by placement test. Completes the equivalent of a year’s intermediate level in one semester. Offered every semester. 6 points.

Foundations Courses  
Unless otherwise noted, the following courses are open to students who have successfully completed French Advanced Grammar and Composition (FREN-UA 30), are assigned by placement test, or have the permission of the director of undergraduate studies.

From Cocodrie to CODOFIL: A Francophone Louisiana Immersion Program  
FREN-UA 26  Prerequisite: Intermediate French II (FREN-UA 20). Conducted in French. 2 points. Combines classroom study in New York with a study and service week (in coordination with the Alternative Spring Break program) spent in several cities in Louisiana. Introduces students to the linguistic, historical, and cultural contexts of French-speaking Louisiana with an emphasis on the history and sociological reality of Louisiana (Cajun) French.

Traditional community service as well as conducting oral history interviews.

Living in French in North America  
FREN-UA 27  Prerequisite: Intermediate French II (FREN-UA 12) or Intensive Intermediate French (FREN-UA 20). Conducted in French. 2 points. Combines classroom study in New York and a study and service week (in coordination with the Alternative Spring Break program) in locations in New England and Canada. Introduces students to the linguistic and cultural diversity of the Francophone presence in North America, promoting the discussion of Francophone cultures and issues of migration, integration, and cultural diversity. Traditional community service as well as conducting oral history interviews.

French Advanced Grammar and Composition  
FREN-UA 30  Prerequisite: Intermediate French II (FREN-UA 12) or Intensive Intermediate French (FREN-UA 20), or placement exam. Offered every semester. 4 points. Serves as an introduction to foundations language courses. Students systematize and reinforce the language skills presented in earlier-level courses through an intensive review of grammar, written exercises, an introduction to composition, lexical enrichment, and literary analysis.

Spoken Contemporary French  
FREN-UA 101  Assumes a mastery of the fundamental structures of French. Offered every semester. 4 points. Helps the student to develop vocabulary, improve pronunciation, and learn new idiomatic expressions. Introduction to corrective phonetics and emphasis on understanding contemporary French through a study of such authentic documents as radio and television interviews, advertisements, and spontaneous oral productions.

French Phonetics  
FREN-UA 103  Offered every semester. 4 points. Provides advanced French language students with the opportunity to improve their pronunciation through a detailed analysis of the sound systems of both French and English.

Written Contemporary French  
FREN-UA 105  Offered every semester. 4 points. Designed to improve the student’s written French and to provide advanced training in French and comparative grammar. Students are trained to express themselves in a variety of written genres (for example, diaries, transcriptions, narrations,
letters). Focuses on the distinction between spoken and written styles and the problem of contrastive grammar. Emphasis on accuracy and fluency of usage.

**French Translation**
FREN-UA 107 *Offered every semester. 4 points.*
Practice of translation through French and English texts taken from a variety of sources to present a range of contrasting grammatical and stylistic problems. Also stresses acquisition of vocabulary.

**French: Advanced Techniques of Translation**
FREN-UA 108 *Prerequisite: French Translation (FREN-UA 107). Offered every year. 4 points.*
Provides intensive practice in translating. Every week is devoted to a different genre of writing (such as poetry, prose, journalism, or subtitling) or a different set of issues related to translating (such as cultural, grammatical and sentential, phonetic/graphic, and prosodic, or language variety).

**Acting French**
FREN-UA 109 *Offered every year. 4 points.*
Use of dramatic situations and readings to help students overcome inhibitions in their spoken French. The graduated series of exercises and activities improves pronunciation, intonation, expression, and body language, via phonetic practice, poetry recitation, skits, improvisation, and memorization of dramatic texts. Reading, discussion, and performance of scenes from plays by renowned dramatists. Extensive use of audio and video material.

**Business French**
FREN-UA 110 *Offered every semester. 4 points.*
Emphasis on oral and written communication, as well as the acquisition of a business and commercial vocabulary dealing with the varied activities of a commercial firm (for example, advertising, transportation, banking). Stress group work in simulated business situations and exposure to authentic spoken materials.

**Creative Writing in French**
FREN-UA 111 *Prerequisite: Written Contemporary French (FREN-UA 105). 4 points.*
Students with a solid grasp of French have the opportunity to refine their knowledge of the language through a variety of workshop-based activities. Divided between reading and discussing short texts in a variety of genres (as models, points of inspiration, etc.) and creative writing proper. Students write in genres ranging from autobiographical to experimental.

**Readings in French Literature I: From the Middle Ages to the French Revolution**
FREN-UA 120 *Offered every semester. 4 points.*
Introduction to central works in medieval and early modern French literature. By analyzing plays, chronicles, poems, and novels, students explore the role and status of literature within the era's larger intellectual, political, and social framework. Critical study of key themes, genres, and styles; focuses on analytical writing and literary analysis. Authors studied may include Marie de France, Rabelais, Marguerite de Navarre, Montaigne, Corneille, Diderot, and Voltaire.

**Readings in French Literature II: From 1800 to the Present**
FREN-UA 121 *Offered every semester. 4 points.*
Introduction to central works in modern French literature. By analyzing plays, chronicles, poems, and novels, students explore the role and status of literature within the era's larger intellectual, political, and social framework. Critical study of key themes, genres, and styles; focuses on analytical writing and literary analysis. Follows but does not require completion of Readings in French Literature I. Authors studied may include Flaubert, Maupassant, Zola, Colette, Simone de Beauvoir, Kateb Yacine, Georges Perec, and Marguerite Yourcenar.

**French: Approaches to Francophone Literature**
FREN-UA 145 *Offered every year. 4 points.*
Examines literature from a network of French-speaking countries that form a Francophone space. Addresses the colonial past, as well as the anticolonial and postcolonial situations in which French colonialism is replaced by more complex relationships and ideologies. Special attention is paid to language and the role of the writer in elaborating a postcolonial national identity. Writers studied may include Edouard Glissant and Patrick Chamoiseau of Martinique, Jacques Roumain of Haiti, Ahmadou Kourouma of the Ivory Coast, and Assia Djebar of Algeria.

**French Civilization in the Making: From the Gauls to the Revolution**
FREN-UA 163 *Offered every semester. 4 points.*
Retrospective and introspective view of French civilization from the early to the modern period through the interrelation of history, literature, fine arts, music, and philosophy. Study of major historical forces, ideas, and tensions; the formation of collective identities (territorial, religious, political); France's diversity and formative conflicts; France
and the outer world; and the relationship between state, nation, and citizenry. Primary sources and documents such as chroniques, mémoires, journaux, revues, and correspondences.

**French: Contemporary France**  
FREN-UA 164 *Offered every semester. 4 points.*  
An introduction to French history, politics, and social relations from the Revolution to the present. Attention is paid to the successive crises that challenged France’s stature, its national identity, and its republican model. Topics include the French political and social systems; France’s “exceptionalism” and relationships with Europe, the United States, and globalization; colonialism, immigration, and postcolonialism; and gender and class relations.

**Discovery Courses**

The following courses, which build on the linguistic and cultural skills built in foundations courses, are focused on specific aspects of the literature, thought, and culture of the French-speaking world. Unless otherwise noted, courses taught in French are open to students who have successfully completed French Advanced Grammar and Composition (FREN-UA 30), are assigned by placement test, or have the permission of the director of undergraduate studies. Courses in this category taught in English carry no prerequisites and are open to all students. When taking courses conducted in English, French majors may reach an agreement with the instructor to complete the written assignments and as many reading assignments as possible in French, if they so choose.

**French: Versailles—Life as Art in the Age of Grandeur**  
FREN-UA 150 *When conducted in English, numbered FREN-UA 850. Offered periodically. 4 points.*  
Fabulous Versailles, the synthesis of baroque and classical aesthetics and the cult of kingship, serves as an introduction to the study of major aspects of 17th- and 18th-century culture and French influence on European civilization. Approaches the intellectual, artistic, and social complexities of the period through the works of contemporary philosophers, dramatists, artists, and memoirists, field trips, and multimedia presentations of music and art.

**French Novel: The 18th Century**  
FREN-UA 532 *Offered periodically. 4 points.*  
The novel comes into its own during the 18th century. It fought for recognition as a “worthy genre.” The development of the novel as an aesthetic form and the social and moral preoccupations it reveals are studied in a variety of authors, such as Marivaux, Voltaire, Diderot, Rousseau, Laclos, and Sade.

**French Novel and Society: The 19th Century**  
FREN-UA 632 *Offered periodically. 4 points.*  
Study of Balzac, Stendhal, Flaubert, and Zola as a means of identifying the individual’s changing relationship to the environment and the social, political, and intellectual contexts of his or her epoch. Problems of the 19th-century novel, narrative structure, point of view, invention, and observation.

**French Novel: The 20th Century**  
FREN-UA 731 *When conducted in English, numbered FREN-UA 831. Offered periodically. 4 points.*  
In the 20th century Proust and Gide developed a first-person-singular narrative with the reader as participant; Breton used the novel for a surrealist exploration; and with Céline and Malraux the novel of violent action mirrored the human condition in a chaotic time and led to the existentialist work of Sartre and Camus, beyond which lay Beckett’s sparse, complex narratives and Robbe-Grillet’s “new” novels. Works are studied with respect to structure, technique, themes, and language.

**French Thought: Existentialism and the Absurd**  
FREN-UA 767 *When conducted in English, numbered FREN-UA 867. Offered periodically. 4 points.*  
Studies Jean-Paul Sartre, Simone de Beauvoir, and Albert Camus, including their commitment to political and social affairs of the times. Examines absurdist literature since the 1950s in the “theatre of the absurd,” in fiction, and in critical work of other contemporary French writers. Covers Ionesco, Beckett, Genet, Robbe-Grillet, and Barthelme; precursors of the absurd such as Kafka and Céline; and practitioners of the absurd outside of France (such as Pinter, Albee, and Barthelme).
The French Canon: Proust
FREN-UA 771 When conducted in English, numbered FREN-UA 871. Offered periodically. 4 points.
Reading of Remembrance of Things Past. Major topics include the novel as confession, the unconscious and creation, perception and language, sexuality, decadence, the artistic climate in Europe and France from the end of the 19th century through World War I, and the hero as artist.

The French Canon: Beckett
FREN-UA 774 When conducted in English, numbered FREN-UA 874. Offered periodically. 4 points.
Study of Samuel Beckett’s diverse output and two complementary components of the human condition as he treats it: the impossibility of existence and the need to voice that impossibility. Works include Molloy, The Unnamable, Waiting for Godot, Endgame, Cascando, Not I, How It Is, Krapp’s Last Tape, and First Love.

History of French Cinema
FREN-UA 778 When conducted in English, numbered FREN-UA 878. Offered periodically. 4 points.
Discusses formal issues in the context of French civilization and history. Topics: the Lumière brothers’ realism versus Méliès’s transformation of reality; the international avant-garde of the 1920s; poetic realism (Vigo, Renoir); the New Wave (Truffaut, Godard); political modernism in the context of May 1968; the advent of the “Cinéma du Look”; and postmodernity (Besson, Beineix).

French/Francophone Realism Redefined:
Experiments in Francophone Fiction
FREN-UA 815 Conducted in English. When conducted in French, numbered FREN-UA 915. 4 points.
The nature of Francophone social and cultural reality is significantly different from that of Europe where the idea of realism originated. Examines elements of the ethnographic, the magical, the polyphonic, and creole culture in novels from West Africa, The French Antilles, and Haiti.

Metaphors of Modern Theatre
FREN-UA 822 Identical to DRLIT-UA 267. Conducted in English. Offered periodically. 2 points.
A close reading of the classics of contemporary theatre, with emphasis on their use of vivid metaphors of the human condition and on the theatre as both metaphor and artistic process. Views each play as a highlight of nonrealistic theatre and as a brilliant example of the sensibilities of European artists and thinkers from the period just after World War I (Pirandello) to World War II (Sartre) to the post-Hiroshima generation (Beckett).

How to Doubt Everything: Montaigne’s Essais
FREN-UA 825 Conducted in English. When conducted in French, numbered FREN-UA 925. 4 points.
Why is it important to doubt? How do we doubt? And if we doubt what we think and what we should do, then how can we know ourselves? How much can/should we doubt and when (if at all) should we stop? These questions are central to Montaigne’s Essais (1580-92), in which the author tries out (essaie) his mind on topics large and small, from the meaning of thumbs to the culture of Native Americans.

French News, with Coffee
FREN-UA 904 Conducted in French. 2 points.
Students practice and improve their French skills (reading, writing, listening, speaking) via (1) daily exposure to French-language newspapers and TV news, (2) ongoing writing in French of a news journal or cahier du monde actuel, and (3) weekly group discussions, in French, with coffee (or other beverage).

French Literature in the Making
FREN-UA 905 Conducted in French. 2 points.
Students not only read the work of, but also meet and discuss their reading with, contemporary French writers who speak at the Maison Française as part of the interview series “French Literature in the Making” organized by celebrated French journalist Olivier Barrot.

Money in French Culture
FREN-UA 910 Conducted in French. When conducted in English, numbered FREN-UA 810. 4 points.
Bridges the social sciences and the humanities. Topics: exchanges, gifts, the nation, speculation, growth, profit, frugality, social utopias, revolutions, and inequality.

History of the French Language
FREN-UA 920 Conducted in French. 4 points.
How French developed from a regional dialect of Vulgar Latin lacking prestige into a major international language of diplomacy, literature, and commerce spoken today on every continent. Examines the internal history of the language (phonological, morphological, syntactic, and semantic changes) as well as its external history (social, demographic, and political contexts). Does not require any prior knowledge of linguistics.
Theatre in the French Tradition
FREN-UA 929 When conducted in English, numbered FREN-UA 829. Offered periodically. 4 points.
Includes the golden-age playwrights (Corneille, Racine, Molière), 18th-century irony and sentiment, and the 19th-century theatrical revolution. Topics include theories of comedy and tragedy, the development of stagecraft, and romanticism and realism. Also considers the theatre as a public genre, its relationship to taste and fashion, and its sociopolitical function.

French and Francophone Women Writers
FREN-UA 935 Identical to SCA-UA 740. When conducted in English, numbered FREN-UA 835. Offered every other year. 4 points.
How women’s writing reveals its authors’ individuality and their important social and cultural role in France from the 12th century to the present. Studies both changing sociohistorical contexts and the common problems and themes that constitute a female tradition. Writers include Marie de France, Christine de Pisan, Marguerite de Navarre, Madame de Sévigné, Germaine de Staël, George Sand, Colette, Simone de Beauvoir, Marguerite Duras, and Assia Djebar.

Topics in French Culture
FREN-UA 965 When conducted in English, numbered FREN-UA 865. Offered periodically. 4 points.
For specific courses, please consult the current class schedule. Recent topics include acting medieval literature and Paris and the birth of modernism.

Topics in French Literature
FREN-UA 968 When conducted in English, numbered FREN-UA 868. Offered periodically. 4 points.
For specific courses, please consult the class schedule. Recent topics include 17th-century masterpieces and the theatre of the absurd.

Internship in French
FREN-UA 980, 981 Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.
Working closely with a sponsor and a faculty adviser, upper-level students pursue internships in such diverse areas as international trade, banking, publishing, and law. Interested students should apply to the department early in the semester before they wish to begin their internship.

Independent Study
FREN-UA 997, 998 Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.

Inquiry Course
Senior Seminar
FREN-UA 991, 992 Prerequisite: Written Contemporary French (FREN-UA 105) or permission of the department. 4 points.
All senior seminars require a research component. For the areas of inquiry offered in any one semester, please consult the class schedule.

Honors Course
Senior Honors Thesis Seminar
FREN-UA 995 Corequisite: Senior Seminar (FREN-UA 991 or FREN-UA 992). Offered in the fall and spring. 4 points over two semesters.
This research and writing workshop is a requirement for seniors seeking to submit an honors thesis and graduate with honors in French.

Graduate Courses Open to Undergraduates
Courses in the Graduate School of Arts and Science are open to seniors with a 3.5 average in 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.
Housed in the Department of Social and Cultural Analysis, the program in gender and sexuality studies (GSS) fosters broad interdisciplinary investigation of gender and sexuality as key aspects of human experience both past and present, paying particular attention to how they shape social roles and identities in various cultural contexts. Its curriculum makes gender and sexuality central rather than peripheral terms of analysis, while also considering their significance both vis-à-vis each other and in relation to race, ethnicity, locality, nation, and geographic circulation. Most fundamentally, the program encourages students to question gender and sexual norms wherever they are in effect, and thus to complicate what in many other settings—both academic and non-academic—is often presented as “natural.” In this way, GSS contests the privileging of some categories (e.g., male or heterosexual) over others, and thereby challenges the social and political implications of such hierarchies.

**Major**

The gender and sexuality studies major requires nine 4-point courses (36 points) completed with a grade of C or better.

Two introductory courses—may be taken in either order:

- Social and Cultural Analysis 101 (SCA-UA 101)
- Approaches to Gender and Sexuality Studies (SCA-UA 401) or Intersections: Race, Gender, and Sexuality in U.S. History (SCA-UA 230)

Six elective courses:

- Six designated gender and sexuality studies electives, of which four must be taught by SCA faculty.
- SCA Theory and Practice: The Internship Program (SCA-UA 42) is no longer required, but is highly recommended and can count as an elective.

One research course:

- Advanced Research Seminar (SCA-UA 90)

**Minor**

Five 4-point courses (20 points) completed with a grade of C or better are required for the minor in gender and sexuality studies. Students must take one of the following introductory courses: Approaches to Gender and Sexuality Studies (SCA-UA 401) or Intersections: Race, Gender, and Sexuality in U.S. History (SCA-UA 230). They also take four designated gender and sexuality studies electives, of which two must be taught by SCA faculty.

**Language and Linguistic Competency**

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

**Policy on Double Counting of Courses**

Majors may share (double count) two courses with a second major, with permission from the other department/program.

Minors may share (double count) one course with a major or a second minor, with permission from the other department/program.

**Honors Program**

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

### COURSES

#### Introductory Core

**Social and Cultural Analysis 101**  
SCA-UA 101 Offered every year. 4 points.  
Introduces theories, methods, and political trajectories central to the Department of Social and Cultural Analysis (SCA). SCA addresses how individuals and populations structure their worlds and navigate the resulting social, cultural, and political terrain. It privileges scholarly work with an intersectional approach, drawing on theoretical insights from such fields as social geography, feminism and queer studies, ethnic studies, urban and metropolitan studies, critical race theory, labor studies, and cultural studies.

**Intersections: Race, Gender, and Sexuality in U.S. History**  
SCA-UA 230 4 points.  
Counts as an introductory core if SCA-UA 401 is not offered. See American studies section in this Bulletin for description.

**Approaches to Gender and Sexuality Studies**  
SCA-UA 401 4 points.  
Explores the construction of sex, gender, and sexuality; gender asymmetry in society; sexual normativity and violations of norms; and the interactions of sex, gender, sexuality, race, class, and nation. Engages materials and methodologies from a range of media and disciplines, such as literature, the visual arts, history, sociology, psychology, and anthropology. Examines both feminist and nonfeminist arguments from a variety of critical perspectives.

#### Research Core

**Advanced Research Seminar**  
SCA-UA 90 Prerequisite: Social and Cultural Analysis 101 (SCA-UA 101) or Intersections: Race, Gender, and Sexuality in U.S. History (SCA-UA 230). Offered every semester. 4 points.  
Students write a 20-25 page research paper with a focus on a specific research method. Topics vary by semester; see Albert for details.

#### Honors Program

**Senior Honors Seminar**  
SCA-UA 92 Prerequisites: 3.65 GPA or higher (both overall and in the major), Social and Cultural Analysis 101 (SCA-UA 101), either Approaches to Gender and Sexuality Studies (SCA-UA 401) or Intersections: Race, Gender, and Sexuality in U.S. History (SCA-UA 230), and permission of the department. Offered every fall. 4 points.

**Senior Honors Thesis**  
SCA-UA 93 Prerequisites: Senior Honors Seminar (SCA-UA 92), 3.65 GPA or higher (both overall and in the major), and permission of the department. Offered every spring. 4 points.
SCA Theory and Practice: The Internship Program
The 4-point internship program complements and enhances the formal course work of the gender and sexuality major. Students intern at agencies dealing with a range of issues pertaining to the major and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in exploring professional career paths. Open to juniors and seniors and requires an application.

Elective Courses
Sex and the City
SCA-UA 420 4 points.
Regulation, organization, suppression, and celebration of sexuality in cities around the globe, with a special focus on New York. Topics: urban sex work, sexual migration, sexual minorities and cultural production, and sex law from the 19th century to the present. How the politics of sexuality have intersected with the politics of race, gender, class, religion, and citizenship.

Queer Cultures
SCA-UA 450 Prerequisite: Approaches to Gender and Sexuality Studies (SCA-UA 401) or permission of the instructor. 4 points.
Topics may include: the historical shift from an emphasis on homosexual acts to homosexual persons; the history of the study of gays and lesbians by the medical, psychology, and sexology professions; intersections of race, ethnicity, class, gender, sex, and sexual orientation in literary and visual texts; homophobia; hate crimes; outing; activism; and performativity.

Theories of Gender and Sexuality
SCA-UA 472 Prerequisite: Approaches to Gender and Sexuality Studies (SCA-UA 401), Sex and Gender (SOC-UA 21), or permission of the instructor. 4 points.
Topics vary and may include: feminist theory; queer theory; psychoanalysis; postcolonial theory; border theory; social movements; postmodernism; performativity; theories of history, culture, and representation; and intersectionality.

Transnational Feminism
SCA-UA 474 4 points.
Topics: how do notions of gender and sexuality shift in the context of the gendered travel, displacements, and diasporas created by globalization? How are these contemporary movements shadowed by prior movements precipitated by earlier histories of colonialism, indentured labor, and slavery? Examines theoretical essays, novels, films, and other cultural texts.

Queer Histories
SCA-UA 475 4 points.
Topics are critically examined within a global context and related to histories of modernity, capitalism, and imperialism. They include: cultures and subcultures, sexual practices and meanings, legal regulation, science/biology, public policy, politics and activism, and intersections of historical hierarchies of race, gender, class, and nation with histories of sexuality.

Topics
SCA-UA 481 Offered every year. 4 points.
In-depth study of a particular problem or research area within gender and sexuality studies.

Queer Literature
SCA-UA 482 Identical to ENGL-UA 749.
Prerequisite: one course in literature, Approaches to Gender and Sexuality Studies (SCA-UA 401), or permission of the instructor. 4 points.
Develops notions of queerness—deviation from a sexed and gendered norm—through detailed exploration of literary texts in a variety of genres. Historical period and national focus (British, American, Commonwealth) may vary.

Medieval Misogyny
SCA-UA 488 Identical to ENGL-UA 302.
Prerequisite: one English course, one gender and sexuality studies course, or permission of the instructor. 4 points.
From the Bible to key texts of the Western Middle Ages in which men lay down the law, and occasionally women talk back. The letters of Abelard and Heloise, the fictive but larger than life Wife of Bath, and the imagined feminine utopia of Christine de Pizan.
MAJOR/MINOR IN GENDER AND SEXUALITY STUDIES

Independent Study
SCA-UA 496, 497 Prerequisite: permission of the director of undergraduate studies. Offered in the fall and spring respectively. 2 or 4 points per term.

Religion, Sexuality, and American Public Life
SCA-UA 812 Identical to RELST-UA 646. 4 points.
What are the “proper” role and place of religious beliefs and expressions in American public life?
What are the “proper” role and place of sex in American public life? And how are these two questions related to each other? Examines the apparent contradiction between principles of church-state separation and religious freedom on the one hand, and the invocation of religious ideas to justify state regulation of bodily life, especially sexual life, on the other.

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

AFRICANA STUDIES
The Black Body and the Lens
SCA-UA 155 4 points.
Black Feminism
SCA-UA 156 4 points.
Race and Reproduction
SCA-UA 158 4 points.

AMERICAN STUDIES
Intersections: Race, Gender, and Sexuality in U.S. History
SCA-UA 230 Counts as either an introductory core or an elective but not both. 4 points.
Cultures and Economies
SCA-UA 234 4 points.
Race and the American Right
SCA-UA 236 4 points.
Couture/Culture: Fashion and Globalization
SCA-UA 253 4 points.

LATINO STUDIES
Latino/a Art and Performance in New York City
SCA-UA 532 4 points.

Latina Feminist Studies
SCA-UA 548 4 points.
NAFTA and Narcos
SCA-UA 562 4 points.
Caribbean Women Writers
SCA-UA 570 4 points.
Postmodern Travel Fiction
SCA-UA 572 4 points.

METROPOLITAN STUDIES
Gender in the Urban Environment
SCA-UA 621 4 points.

Cross-Listed Electives
Majors and minors may take no more than two. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

COMPARATIVE LITERATURE
Classical Literature and Philosophy: Gender and Genre
SCA-UA 860 Identical to COLIT-UA 160. 4 points.

EAST ASIAN STUDIES
Gender and Radicalism in Modern China
SCA-UA 827 Identical to EAST-UA 536, HIST-UA 536. 4 points.

ENGLISH
Representations of Women
SCA-UA 734 Identical to ENGL-UA 755. 4 points.

HEBREW AND JUDAIC STUDIES
Sex, Gender, and the Bible
SCA-UA 743 Identical to HBRJD-UA 19. 4 points.

HISTORY
Gender/Sex Controversies: Roots and Explanations
SCA-UA 727 Identical to HIST-UA 635. 4 points.
Women and Slavery in the Americas
SCA-UA 730 Identical to HIST-UA 660. 4 points.
Black Women in America
SCA-UA 861 Identical to HIST-UA 661. 4 points.

JOURNALISM
Journalism and Society: Women and the Media
SCA-UA 733 Identical to JOUR-UA 720. 4 points.
MAJOR/MINOR IN GENDER AND SEXUALITY STUDIES

LINGUISTICS
Sex, Gender, and Language
SCA-UA 712 Identical to LING-UA 21. 4 points.

POLITICS
Gender in Law
SCA-UA 723 Identical to POL-UA 336. 4 points.
The department’s undergraduate program offers a broad range of courses in the language, cultures, and literatures of German-speaking countries. The department offers a major in German literature and culture, a joint major in German and linguistics, and a minor in German language.

Along with its German language program, the department offers interdisciplinary courses taught in English that address issues of German culture, history, philosophy, art, and literature for students not yet proficient in the German language.

The department sponsors a monthly lunch series, tutoring, and the activities of the German club “Goethes Tisch,” as well as a series of annual awards in recognition of outstanding achievement by undergraduate students in the study of German language and literature. Deutsches Haus, the German cultural center at NYU, provides a varied program of films, concerts, lectures, and exhibitions.

The Department of German places high priority on fostering personal contact between faculty and students, maintains 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**: Guilloton, Herzfeld-Sander, Höppauf
- **University Professor; Professor of German, Comparative Literature, and English**: Ronell
- **Professor of German and Religious Studies**: De Vries
- **Professors**: Strowick, Wood
- **Associate Professors**: Krauss, Ulfers
- **Assistant Professors**: George, Weatherby
- **Senior Language Lecturer**: Dortmann
- **Language Lecturer**: Sippel
- **Global Distinguished Professors**: Bronfen, Žižek

**PROGRAM**

**Major in German: General Information**

The prerequisite for entering all majors in the department is completion of German language training through the full intermediate level (GERM-UA 4 or GERM-UA 20). Students who have equivalent language training or proficiency may satisfy the prerequisite with the CAS placement examination. Students who wish to major or minor in German must register with the department and have their programs approved by the director of undergraduate studies. Majors and minors will be assigned a departmental adviser, usually the director of undergraduate studies, with whom they should consult before registering each semester.

**Major in German: Requirements**

The major in German literature and culture consists of eight 4-point courses (32 points) at the 100 level or higher, three of which may be in English and represent a coherent area of concentration (such as history, politics, or philosophy); courses in English outside of the department must have approval of the program adviser. No courses may be counted toward the requirements of another major or minor. All courses must be completed with a grade of C or better.

The eight courses must be at the 100 level or above (elementary and intermediate language courses do not count) and are to be distributed as follows:
• Two required courses:
  • German Conversation and Composition (GERM-UA 111)
  • Introduction to German Literature (GERM-UA 152)
• Six 200- or 300-/400-level courses, of which a maximum of three can be at the 200 level (i.e., taught in English).

Students are strongly encouraged to fulfill some of the program requirements through a semester or year of study away.

Students eligible for honors are required to pursue a two-semester, 8-point sequence in which they take the Honors Seminar (GERM-UA 999) in the fall and the Honors Thesis (GERM-UA 500) in the spring of their senior year. (See “Honors Program in German” below for details.)

With the permission of the director of undergraduate studies, up to 4 points of independent study, work-study in Germany, or internship work may also be counted toward the major.

**Major in German and Linguistics**

This joint major requires a total of nine 4-point courses (36 points) completed with a grade of C or better.

The German part of this major is satisfied by taking four 4-point courses (16 points) beyond the intermediate level:

• One advanced conversation or composition course chosen from:
  • German Conversation and Composition (GERM-UA 111)
  • Advanced Composition and Grammar (GERM-UA 114)
• Two advanced literature courses taught in German (300- or 400-level)

The linguistics part of this major is satisfied by taking the following five 4-point courses (20 points):

• Either Language (LING-UA 1) or Language and Mind (LING-UA 3)
• Sound and Language (LING-UA 11)
• Grammatical Analysis (LING-UA 13)
• A total of two additional courses from two different fields of linguistics, chosen from the following:
  • Historical linguistics (LING-UA 14)
  • Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38, LING-UA 57)
  • Phonology (LING-UA 12)
  • Semantics (LING-UA 4)
  • Computational linguistics (LING-UA 6, LING-UA 7)
  • Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54, LING-UA 59)
  • Structure of a modern language (LING-UA 10, LING-UA 42, LING-UA 44, LING-UA 9032)

**Minor in German**

The minor program requires five 4-point courses (20 points) taught in German and completed with a grade of C or better, as follows:

• A minimum of two courses (8 points) at the 100 level.
• A minimum of one course (4 points) at the 300 or 400 level.
• Elementary German I and II (GERM-UA 1, 2) do not count toward the minor.

**Honors Program in German**

Majors in German can be admitted to the program on the basis of superior work after at least two semesters of study in German at the advanced level. The minimum eligibility requirements are cumulative and major GPAs of 3.65. Both the director of undergraduate studies and the director of the honors program review all applications, which are due no later than spring of junior year and must include an unmarked copy of a paper submitted for a German major course.
In the senior year, students accepted to the honors program complete a two-course, 8-credit sequence, consisting of Senior Honors Seminar (GERM-UA 999) in the fall semester and Honors Thesis (GERM-UA 500) in the spring semester.

The Senior Honors Seminar is a small workshop with a primary focus on research, methodology, and academic writing. Students also learn strategies for grant writing and presentation. Honors majors define a thesis topic, develop a bibliography, read broadly in their area, and begin their research and writing. A substantial portion of the research, usually including a rough draft of one-third to one-half of the thesis, should be completed by semester’s end.

During the spring semester of the senior year, students enroll in Honors Thesis (GERM-UA 500). In close consultation with the thesis advisor, students work on completing research, a final draft, and revisions of the thesis. Students also choose a second reader, typically another faculty member from the department. In cases of an interdisciplinary thesis, the second reader may be from another department.

The finished thesis must be a work of scholarship and/or criticism in the field of German studies and should be between 40 and 60 double-spaced pages in length. If it is written in English, the student must also write an abstract of five to seven pages in German. There will also be an oral presentation of the senior thesis with the student's two readers. In consultation with the second reader, the student's advisor determines whether or not to recommend him or her for honors. A grade of at least A-minus is required for the award of honors in German.

Students receiving a lower grade will simply be awarded 8 credits of coursework towards the major.

**Departmental Awards**

The Department of German sponsors a series of annual awards in recognition of excellence and achievement in the study of German: the Auguste Ulfers Memorial Prize, the Donald Parker Prize, and the Ernst Rose-G. C. L. Schuchard Anniversary Prize. For further information, see the honors and awards section of this bulletin.

**Combined B.A./M.A. Program in German**

The B.A./M.A. program in German is designed to prepare students for career choices requiring advanced knowledge of German language, literature, and culture or a sophisticated understanding of the German intellectual and critical traditions. The four-year undergraduate component of the program includes one semester of study away.

Students majoring in German may apply after completion of 48 points of undergraduate work, with at least 16 of these points completed at NYU, but not more than 96 points. They must be approved by the director of undergraduate studies for application to the combined degree program. Students must meet the following minimum requirements for admission: a 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.

Undergraduates accepted into the B.A./M.A. program are required to spend at least one semester studying away in one of the NYU exchange programs in a German-speaking country. The study away requirement may be waived by the department in consideration of special circumstances. Summer study in an approved program may be used to satisfy the study away requirement. Students are required at the end of the fifth year of the program to submit a master's thesis, which should represent the culmination of a longer-term research effort.

**Facilities and Activities**

**Deutsches Haus at NYU:** Located directly across the street from the department at 42 Washington Mews, Deutsches Haus provides a broad program of cultural and intellectual enrichment for students of German through lectures, concerts, films, exhibitions, and readings. Deutsches Haus offers students many opportunities to meet, practice their German, and learn from prominent artistic, literary, business, and political figures of German-speaking countries.

**German Club (Goethes Tisch):** This student-run group is open to interested undergraduates at all levels of
German language ability. Goethes Tisch sponsors several activities each month during the academic year, including conversation hours, films, restaurant visits, and parties.

**Study Away**

Students pursuing the major in German are strongly encouraged to complete some of the requirements by spending a semester or year away.

**NYU Berlin:** This semester- or year-long study away program is affiliated with the prestigious Humboldt University, located in the heart of the city. Course offerings focus on the society, politics, history, and culture of Germany, as well as contemporary Europe. The program features NYU courses, taught by NYU faculty, members of the Humboldt faculty, and Berlin’s wider academic community. The program is designed for students of German, as well as history and the social sciences. All content courses, taught in English, will count either for credit in the department in which they are listed or toward the three courses in English allowed as part of the German literature and culture major. Several advanced content courses taught in German are offered each year and are applicable toward the major. At least one course must be taken in German.

**NYU Prague:** This site offers German language courses at the elementary and intermediate levels, as well as one post-intermediate course.

**Exchange programs:** NYU students can participate in exchanges with universities in Berlin (Freie or Humboldt University), Bonn, or Vienna. NYU financial aid can be applied to the costs of living and studying at any of these exchange institutions, and NYU academic credit is awarded directly for courses taken. Students may study away for one semester or a full year, usually in the junior year, with the approval of the major department(s). The minimum requirement for any of the exchange programs is successful completion of 64 points of undergraduate course work and a 3.0 GPA. Both programs in Berlin require proficiency in German; the programs in Bonn and Vienna offer some courses in English.

**Arts and Science Summer in Berlin:** The department offers a six-week summer program in Berlin. The program consists of language courses and culture courses (in English), which may be applied to the major or minor.

---

### COURSES

#### Placement in German Language Courses

All students with previous study of German must take the CAS placement examination before registering for their first course in this language. The departmental placement process consists of a consultation with the director of language programs to choose the level of language instruction most appropriate to the individual student’s needs and abilities.

#### Fulfillment of the College Core Curriculum Language Requirement

The department offers courses allowing students to complete the College of Arts and Science language requirement. Students may choose either the sequence of four 4-point courses (Elementary I and II, followed by Intermediate I and II) or the intensive sequence of two 6-point courses (Intensive Elementary, followed by Intensive Intermediate). Students planning to major in German are advised to follow the intensive sequence.

#### Basic Language Courses in German

All German language courses use a communicative approach to learning. Elementary-level courses introduce students to essential linguistic and social conventions of contemporary spoken German. Intermediate-level courses introduce more complex features of the language. All language courses focus on developing conversational ability, while building reading, writing, and listening skills.

**Elementary German I**

GERM-UA 1  *Open only to students with no previous training in German; others require permission of the department. Offered every semester. 4 points.*

**Elementary German II**

GERM-UA 2  *Prerequisite: Elementary German I (GERM-UA 1), assignment by placement examination, or permission of the department. Offered every semester. 4 points.*

**Intermediate German I**

GERM-UA 3  *Prerequisite: Elementary German II (GERM-UA 2), Intensive Elementary German*
Intermediate German II
GERM-UA 4 Prerequisite: Intermediate German I (GERM-UA 3), assignment by placement examination, or permission of the department. Offered every semester. 4 points.

Intensive Elementary German
GERM-UA 10 Open to students with no previous training in German and to others on assignment by placement examination or with permission of the department. Offered every semester. 6 points. Completes the equivalent of a year’s elementary work (GERM-UA 1 and GERM-UA 2) in one semester. Emphasizes spoken and written communication skills. Introduces students to the basic conventions, idioms, and structures of contemporary spoken German.

Intensive Intermediate German
GERM-UA 20 Prerequisite: Intensive Elementary German (GERM-UA 10) or Elementary German II (GERM-UA 2) with a B or better, assignment by placement examination, or permission of the department. Offered every semester. 6 points. Completes the equivalent of a year’s intermediate work (GERM-UA 3 and GERM-UA 4) in one semester. Continuing emphasis on developing spoken and written communication skills. Students learn more advanced features of the language and begin to read longer and more complex texts.

Post-Intermediate Courses in Language, Culture, and Literature (100 Level)
These are “bridge” courses between basic language study and more advanced courses. The common goal of courses at this level is to consolidate students’ command of spoken and written German, to review advanced structures of the language, and to provide core information that will be needed in advanced study of literature and culture. Particular emphasis is placed on the development of complex reading and writing skills and their integration with speaking skills. All courses at this level are conducted in German. All German courses at the 100 level require successful completion of GERM-UA 4 or GERM-UA 20, or permission of the department.

German Conversation and Composition
GERM-UA 111 Offered every fall. 4 points. Required for the German major. Aims to improve students’ proficiency in writing and speaking German in three functional areas: description, narration, and argumentation. Grammar and vocabulary are reviewed and practiced as appropriate. Students examine and discuss texts of various genres, then draft and present work of their own in each genre. Discussion and writing components are closely coordinated. Activities include presentations, peer review, guided writing, and editing.

Advanced Composition and Grammar
GERM-UA 114 Offered periodically. 4 points. Improves students’ proficiency in writing German at an advanced level. Students develop skills in the functional areas of analysis, interpretation, and argumentation. The composition endeavor is constructed as a process of drafting, peer review, guided editing, and redrafting. Includes a systematic review of advanced grammar, idioms, and structures necessary for the effective written expression of abstract concepts.

German Culture 1890-1989
GERM-UA 133 Offered periodically. 4 points. Explores 20th-century German culture, literature, politics, and media as a mirror of our contemporary experience. Addresses a variety of media to discuss the experience of modernity: poetry, film, advertising, journalism, short stories, and drama. Emphasis on refining written expression, honing listening and reading skills, and a review of grammar.

Austria: Culture, History, Society
GERM-UA 145 Offered periodically. 4 points. Investigates the works of Austrian writers, artists, architects, composers, and thinkers against the backdrop of the political and social climate of the nation. Covers works from a wide variety of fields—including literary texts (poetry, prose, and drama), film, music, art, architecture, philosophy, and psychology.

Introduction to German Literature
GERM-UA 152 Offered every spring. 4 points. Required for the German major. Representative authors and works of German literature, with emphasis on the modern period. Basic conventions of literature and literary interpretation, as well as strategies for the effective reading of shorter and longer prose works, drama, and poetry. Guided writing assignments focus on developing the
language skills necessary for effective written analysis and interpretation of literary texts in German.

Techniques of Translation
GERM-UA 153 Offered periodically. 4 points.
The history, theory, and practice of translation through German and English texts taken from a variety of cultural backgrounds. Diverse grammatical, syntactical, and stylistic problems foster a deeper understanding of the German language. Also stresses the acquisition of vocabulary and complex idiomatic structures necessary for effective reading comprehension, as well as written expression.

Advanced Literature and Culture Courses Conducted in English (200 Level)
Courses at the 200 level are conducted in English. Many of these courses are cross-listed with other NYU departments or programs. No knowledge of German is required for courses at this level, and there are no prerequisites.

Introduction to German Culture
GERM-UA 220 Offered periodically. 4 points.
Crucial periods and events in German cultural history since the Enlightenment and important figures in modern intellectual and aesthetic history. The philosophies of Kant and Nietzsche; the music of Mozart and Wagner; the literary contributions of Lessing, Goethe, Fontane, and Brecht; and the art movements of dada and Bauhaus all serve as the basis for a discussion of the complex constellation of Kultur, politics, and power in the German intellectual tradition.

Marx, Nietzsche, Freud
GERM-UA 240 Offered periodically. 4 points.
Examines the work of these three seminal authors by focusing on their notions of interpretation, history, subjectivity, politics, religion, and art. The seminar does not present their work chronologically, but rather creates a dialogue between the authors around each topic and thereby delineates the origins of much modern thought.

The German Intellectual Tradition
GERM-UA 244 Offered periodically. 4 points.
Designed to familiarize students with the major currents of German intellectual and literary history. Organized thematically, conceptually, or according to the trajectories associated with crucial thinkers. Special emphasis is placed on the impact those thinkers have had on literary and aesthetic phenomena.

Introduction to Theory
GERM-UA 249 Offered periodically. 4 points.
Focuses on crucial theoretical developments in German literary and philosophical discourses. Introduces students to contemporary theoretical issues at the forefront of academic debate and seeks to give students a grounding in the origins of current discussions. Includes considerations of literary phenomena, critical legal studies, feminist and deconstructive theories, the Frankfurt School, and psychoanalysis.

German Art, 1800 to the Present
GERM-UA 250 Offered periodically. 4 points.
The history of art in Germany, Austria, and Switzerland. The main theme is the relation between German art and the eminent German tradition of philosophical and critical writing on art. Features lectures on major artists and their works; classroom discussion of the works as well as assigned texts; and at least two field trips to New York museums. Readings in primary sources: artists’ writings and manifestos, art theory and criticism, and aesthetics.

Topics in German Cinema
GERM-UA 253 Offered periodically. 4 points.
Selections are studied generically, thematically, or by historical period. Emphasis is also placed on issues of film analysis and theory. Possible course topics are new German cinema, film and feminism, early German film, and film and nationalism.

Modernism
GERM-UA 265 Offered periodically. 4 points.
Focuses on the emergence of mass culture and shows how the modernist and avant-garde movements questioned the very institution of art in their work. Materials include works of literature, theory, film, and the visual arts.

Madness and Genius
GERM-UA 285 Offered periodically. 4 points.
Explores the relationship among talent, inspiration, and psychological instability in works of the 19th and 20th centuries. Considers the link between inspiration and possession, Western culture’s valorization of originality, the political purpose of characterizing originality as psychologically transgressive, and the allegorization of the creative process through depictions of madness.

Topics in 19th-Century Literature
GERM-UA 297 Offered periodically. 4 points.
Topics in 20th-Century Literature  
GERM-UA 298 Offered periodically. 4 points.

Advanced Literature and Culture Courses Conducted in German (300 Level)  
Courses at this level provide a broad historical overview of specific periods in German literary and cultural development. Advanced German language skills are practiced, with particular emphasis on the ability to summarize and on the expression of supported opinion. Students read more texts of greater linguistic and conceptual complexity than those used at the 100 level. Readings are drawn from literary and nonliterary sources. Students must complete a minimum of two 100-level courses before enrolling in courses at the 300 level.

Romanticism  
GERM-UA 349 Offered periodically. 4 points.  
Traces the development of romanticism in Germany in the period 1789-1830. Examines the philosophy of idealism and its aesthetic effect on the various phases of the romantic movements. Considers the Jena, Heidelberg, and Berlin schools in light of their works and their artistic and sociopolitical theories. Representative writings include poetry, novellas, fairy tales, and essays.

German Literature of the 19th Century  
GERM-UA 355 Offered periodically. 4 points.  
Study of German prose and drama from the end of romanticism to the development of expressionism before the turn of the century. Selected texts deal with poetic realism, the rise of new literary forms leading to naturalism, and Austrian and German manifestations of impressionism and expressionism.

20th-Century German Prose  
GERM-UA 366 Offered periodically. 4 points.  
Investigates significant prose texts of German-language authors from 1900 to the present. Genres discussed include the short story, the novella, and the novel.

Post-1945 German Literature  
GERM-UA 369 Offered periodically. 4 points.  
Examines works by some of the major German language writers in the decades following World War II. Treats the historical and intellectual background of the period and the confrontation with both the past and the future in representative works.

Modern German Drama  
GERM-UA 377 Offered periodically. 4 points.  
Development of German-language drama from the early plays of Brecht. Concerns include political motivations of dramatic development, problems in writing 20th-century tragedy, meaning of the grotesque and the absurd, and neonaturalist elements.

German Poetry  
GERM-UA 385 Offered periodically. 4 points.  
Survey of significant authors and developments in German poetry, with emphasis on the 19th and 20th centuries. Traces basic themes and examines narrative, dramatic, and lyric structures in poetry.

Topics in 19th-Century Literature  
GERM-UA 397 Offered periodically. 4 points.  
Examines various intersections between cultural, social, and scientific discourse. Study of German novellas and drama from romanticism to realism and naturalism with a focus on form, genre, and narrativity.

Advanced Seminars Conducted in German (400 Level)  
These courses examine authors, groups of works, and intellectual, aesthetic, and social movements of particular significance in the development of German literature and culture. These courses have a narrower focus than do those at the 300 level; the emphasis is on in-depth examination rather than on overview. Readings are longer and more linguistically demanding than those used at the previous level. Language work focuses on conjecture and the expression of abstract concepts in both written and spoken German. Students must complete a minimum of two 100-level courses before enrolling in courses at the 400 level.

Goethe  
GERM-UA 455 Offered periodically. 4 points.  
Examines Goethe as the pivotal literary figure of his time. Considers Goethe’s prose, poetry, and drama from the late Enlightenment through storm and stress to classicism and beyond.

The Age of Goethe  
GERM-UA 456 Offered periodically. 4 points.  
Examines German reaction to the Enlightenment in the literature of storm and stress and of classicism. Considers irrationalism, social protest, and Humanitätidichtung 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 by authors including Herder, Lenz, Schiller, and Hölderlin.

**Faust**
GERM-UA 457 Offered periodically. 4 points.
Examines the figure of Faust in legend and literature, beginning with its first appearance in the 16th 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**
GERM-UA 468 Offered periodically. 4 points.
The chaotic Weimar period (1918-33) began with revolution and ended with the Nazi takeover. 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 problematize its subsequent glorification as the golden '20s. Readings include works by Brecht, Hesse, Roth, Seghers, Klaus Mann, and Thomas Mann.

**Seminar on 19th-Century Authors**
GERM-UA 487 Offered periodically. 4 points.

**Seminar on 20th-Century Authors**
GERM-UA 488 Offered periodically. 4 points.
Each of these seminars provides advanced students of German with an in-depth knowledge of one major author of either the 19th or 20th century. Works by the chosen author are examined in terms of how he or she contributed to and challenged prevailing aesthetic, political, and cultural trends of his or her time.

**Honors, Internship, and Independent Study**

**Honors Thesis**
GERM-UA 500 Prerequisite: permission of the department. Offered in the spring. 4 points.

**Internship**
GERM-UA 977, 978 Prerequisite: permission of the department. 2 or 4 points per term.

**Independent Study**
GERM-UA 990 Prerequisite: permission of the department. May be repeated for credit. Offered every semester. 2 or 4 points.

**Honors Seminar**
GERM-UA 999 Prerequisite: permission of the department. Offered in the fall. 4 points.

**Graduate Courses Open to Undergraduates**
Graduate courses offered by the department are open to seniors with the permission of the director of undergraduate studies and the professor of the course. A student wishing to take a graduate course conducted in German must be able to demonstrate sufficiently advanced German language ability.
Combines Majors in

Global Public Health

The highly selective, demanding undergraduate majors in global public health (GPH) allow CAS students to choose a course of study that is a combination of public health and an academic discipline housed in the College (GPH is not a stand-alone major), and also provide them with instructors and courses drawn from the entire University. This unique structure responds to the ever-increasing demand for interdisciplinary public health practitioners both in the U.S. and abroad. The coursework is integrated with experiential learning and study away requirements to ensure that students are broadly trained and uniquely prepared for a variety of careers.

The majors’ global public health courses are offered by the NYU College of Global Public Health (41 East 11th Street, 7th floor; publichealth.nyu.edu). GPH delivers truly interdisciplinary public health education at the undergraduate, master’s, and doctoral level. It builds on the global reach of NYU’s unique Global Network University; draws strength from the entrepreneurial spirit of NYU’s many talented faculty and students; and serves as a conduit for groundbreaking research and education that advances and promotes equitable health for all.

Overview and Global Public Health Core Courses

Students in CAS may choose one of the following combinations for a GPH major:

- Global public health/anthropology (B.A.)
- Global public health/history (B.A.)
- Global public health/sociology (B.A.)
- Global public health and science (B.S., with a choice of two concentrations):
  - Biology concentration
  - Chemistry concentration

In all of these majors, students must take six 4-point courses (24 points) in the core public health areas:

- Health and Society in a Global Context (UGPH-GU 10)
- Biostatistics for Public Health (UGPH-GU 20)
- Epidemiology for Global Health (UGPH-GU 30)
- Health Policy in a Global World (UGPH-GU 40)
- Environmental Health in a Global World (UGPH-GU 50)
- Undergraduate Experiential Learning in Global Public Health (UGPH-GU 60)

In the GPH/biology concentration, students substitute BIOL-UA courses in biostatistics and epidemiology for UGPH-GU 20 and 30 (see details below).

Besides these six required GPH courses, students also take courses in their chosen field within CAS, with the exact number of courses varying by major and concentration (see below for the exact requirements for each track). Students fill out their coursework with two relevant electives in global public health and/or the CAS disciplinary field (chosen in consultation with a CAS departmental adviser to compliment individual interests and career paths).
Every combined GPH major must take one course in a foreign language past the intermediate level and study away for one semester at an NYU global academic center. The language requirement is set by CAS, not by the College of Global Public Health. To satisfy the requirement, students may also use AP or other advanced standing credit that is equivalent to completion of one course above intermediate two. Alternatively, they may take an NYU language placement exam and place into the second course above intermediate two.

Programs of study are planned with the director of undergraduate studies in the chosen CAS department. The e-mail address for general inquiries from CAS students is cas.gph@nyu.edu.

**General Policies Applying to the Combined Global Public Health Majors**

CAS students are allowed to count 16 points from the other schools of the University toward the baccalaureate degree. Four of the six core UGPH-GU courses required for the combined GPH majors are treated as liberal arts courses and therefore do not count against the 16-point allowance: UGPH-GU 10, 20, 30, and 50. (These four courses are exempt from the 16-point rule both for declared GPH majors and also for CAS students who simply take one or more of them as electives.) The two required GPH core courses UGPH-GU 40 and 60 are not exempt from the 16-point rule, and together use up 8 points of each student's 16-point allowance. Any other UGPH-GU courses besides 10, 20, 30, and 50 will also count against the 16 points.

Students may petition for additional non-CAS, non-liberal arts credits beyond the 16-point limit through the Committee on Undergraduate Academic Standards in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

No UGPH-GU courses can count toward the 64 credits that internal or external transfer students are required to complete in CAS (-UA) courses.

Students must earn a C or better in all courses for their combined major and maintain a 2.0 major GPA. Courses graded pass/fail cannot be counted toward the major.

The GPH tracks with anthropology, history, and sociology all satisfy the College Core Curriculum requirement in Societies and the Social Sciences. However, the GPH concentrations in science do not satisfy this requirement. None of the UGPH-GU courses can exempt students from any part of the Core's Foundations of Contemporary Culture.

**Transfer Student Policies Applying to the Combined Global Public Health Majors**

Transfer students to CAS must complete at least half of their entire combined GPH major at NYU, with at least half of the CAS coursework required for the major completed at NYU. In addition, GPH requires that transfer credit cannot be used for more than one of the six core GPH requirements (the other five must always be completed at NYU). The internship course (UGPH-GU 60) can never be satisfied with transfer credit.

Applicants to schools of the health professions who are pursuing one of the science GPH majors must complete at least five of the required prehealth science courses at NYU in order to be eligible for a committee interview and letter from the CAS Preprofessional Advising Center.

Some transfer students may therefore be required to complete more than half of their GPH major at NYU to satisfy these policies, regardless of transfer coursework presented.

**Global Public Health/Anthropology**

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

This major requires fifteen 4-point courses (60 points) completed with a C or better, as follows.
• Six required 4-point UGPH-GU courses (24 points; as outlined above)
• One foreign language course past the intermediate two level (4 points). This requirement is set by CAS, not by the College of Public Health. Students who present AP or other advanced standing credit that is equivalent to completion of at least one course above intermediate two have satisfied the requirement. Students who take an NYU language placement exam and demonstrate proficiency equivalent to completion of at least one course above the intermediate two level (i.e., they at least place into the second course above intermediate two) have also met this requirement.
• Anthropology core courses (three courses/12 points):
  • Culture, Power, Society (ANTH-UA 1)
  • Medical Anthropology (ANTH-UA 35)
  • Global Biocultures (ANTH-UA 36)
• Anthropology elective courses (three courses/12 points), chosen from:
  • Human Evolution (ANTH-UA 2)
  • Language, Power, and Identity (ANTH-UA 16)
  • Conversations in Everyday Life (ANTH-UA 32)
  • Human Variation (ANTH-UA 51)
  • Evolutionary Medicine (ANTH-UA 55)
  • Emerging Diseases (ANTH-UA 80)
  • Anthropology of Gender and Sexuality (ANTH-UA 112)
  • Disability Worlds (ANTH-UA 113)
  • Race, Difference, and Social Inequality (ANTH-UA 323)
  • Introduction to Forensic Anthropology (ANTH-UA 326)
  • Human Rights and Culture (ANTH-UA 331)
  • The Social Life of Food: Producing, Selling, Cooking, Sharing, Eating (ANTH-UA 410)
• Major electives (two courses/8 points):
  • Two additional electives must be completed in GPH or anthropology, by advisement.

Global Public Health/Biology

Students pursuing this combined program will complete courses to fulfill the global public health/science major, with a concentration in biology that emphasizes one of the following areas: genetics and genomics, infectious diseases, or environmental health.

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

The major in GPH/science with a concentration in biology requires twenty-two courses (94 points) completed with a grade of C or better, as follows:

• Four required 4-point UGPH-GU courses (16 points; UGPH-GU 10, 40, 50, 60 as outlined above)
• Biostatistics (BIOL-UA 42), substituted for UGPH-GU 20 (4 points)
• At the Bench: Epidemiology (BIOL-UA 49), substituted for UGPH-GU 30 (4 points)
• One foreign language course past the intermediate two level (4 points). This requirement is set by CAS, not by the College of Global Public Health. Students who present AP or other advanced standing credit that is equivalent to completion of at least one course above intermediate two have satisfied the requirement. Students who take an NYU language placement exam and demonstrate proficiency equivalent to completion of at least one course above the intermediate two level (i.e., they at least place into the second course above intermediate two) have also met this requirement.
• Biology core courses (four courses/16 points):
  • Principles of Biology I and II (BIOL-UA 11, 12) NOTE: majors are not required to register for the 1-credit Principles of Biology Lab (BIOL-UA 123).
  • Molecular and Cell Biology I and II (BIOL-UA 21, 22) NOTE: it is strongly recommended that
students in this combined major also take the optional 1-credit Molecular and Cell Biology Lab (BIOL-UA 223) concurrently with MCB I (BIOL-UA 21).

- Biology emphasis area (two courses/8 points). Students select two approved upper-level biology courses from one of these three areas (see official web site of the Department of Biology):
  - Genetics and genomics
  - Infectious diseases
  - Environmental health

- Additional required courses in science and math (seven courses/34 points):
  - Chemistry (four courses/20 points):
    - General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
    - Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)
  - Physics (two courses/10 points):
    - General Physics I and II (PHYS-UA 11, 12)
  - Mathematics (one course/4 points):
    - Calculus I (MATH-UA 121)

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

Global Public Health/Chemistry

Students pursuing this combined program will complete courses to fulfill the global public health/science major with a concentration in chemistry—the central natural science that interfaces physics and mathematics with the life sciences.

For students entering CAS in and after fall 2015, the major in GPH/science with a concentration in chemistry requires twenty-one courses (90 points) with a grade of C or better, as follows. As with all majors and minors offered by the Department of Chemistry, Principles of Biology I and II (BIOL-UA 11, 12) are not required for this major; however, prehealth students must take this sequence in addition to the 90 points outlined below. Careful planning is needed to make sure all major, prehealth, and College Core Curriculum requirements can be completed in four years.

- Six required 4-point UGPH-GU courses (24 points; as outlined above)
- One foreign language course past the intermediate two level (4 points). This requirement is set by CAS, not by the College of Global Public Health. Students who present AP or other advanced standing credit that is equivalent to completion of at least one course above intermediate two have satisfied the requirement. Students who take an NYU language placement exam and demonstrate proficiency equivalent to completion of at least one course above the intermediate two level (i.e., they at least place into the second course above intermediate two) have also met this requirement.
- Chemistry core courses (eight courses/36 points):
  - General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
  - Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)
  - Biochemistry I and II (CHEM-UA 881, 882)
- Additional required courses in science and math (four courses/18 points):
  - Mathematics (two courses/8 points):
    - Calculus I and II (MATH-UA 121,122)
  - Physics (two courses/10 points):
    - General Physics I and II (PHYS-UA 11, 12)
- Major electives (two courses/8 points):
  - Two additional electives must be completed in GPH and/or in chemistry.
COMBINED MAJORS IN GLOBAL PUBLIC HEALTH

Global Public Health/History
The global public health/history major provides a unique opportunity to unite the study of human experience in relation to particular times and places with the study of the health of populations around the world. The major draws on the expertise of the CAS Department of History in providing students with the tools needed to analyze and interpret many different kinds of evidence—cultural, social, economic, and political—and to organize them into a coherent whole, presented clearly in written or oral form. Students will study a variety of topics such as environmental history, ethnicity, sexuality, gender, and social movements. NYU’s global public health/history major provides a unique set of skills that may be applied in a variety of careers including law, teaching, public health, business, film, international affairs, and medicine and science.

This major requires fifteen 4-point courses (60 points) with a grade of C or better, as follows.

- Six required 4-point UGPH-GU courses (24 points; as outlined above)
- One foreign language course past the intermediate two level (4 points). This requirement is set by CAS, not by the College of Global Public Health. Students who present AP or other advanced standing credit that is equivalent to completion of at least one course above intermediate two have satisfied the requirement. Students who take an NYU language placement exam and demonstrate proficiency equivalent to completion of at least one course above the intermediate two level (i.e., they at least place into the second course above intermediate two) have also met this requirement.
- History requirements (two courses/8 points):
  - One workshop (HIST-UA 900-999)
  - One capstone seminar (HIST-UA 400-499)
- History electives (four courses/16 points):
  - Four courses numbered above HIST-UA 101. Students must take at least one pre-1800 course and at least one course in each of these three regions: U.S., non-Western, and European. All must be advanced.
- Combined major electives (two courses/8 points):
  - Two courses chosen from history and/or GPH, by advisement.

Global Public Health/Sociology
The global public health/sociology major prepares students to study social structures and interactions through the lens of public health issues and principles. The major draws on the Department of Sociology’s strength in theoretical creativity and substantive empirical research on important social issues. Students will study a variety of topics such as race, ethnicity, gender, immigration, wealth and poverty, family dynamics, and social policy. Global public health/sociology graduates may go on to a diverse array of careers in law, health, public administration, and social service, as well as further graduate study in sociology, public health, or other related disciplines.

This major requires fifteen 4-point courses (60 points) with a grade of C or better, as follows.

- Six required 4-point UGPH-GU courses (24 points; as outlined above)
- One foreign language course past the intermediate two level (4 points). This requirement is set by CAS, not by the College of Global Public Health. Students who present AP or other advanced standing credit that is equivalent to completion of at least one course above intermediate two have satisfied the requirement. Students who take an NYU language placement exam and demonstrate proficiency equivalent to completion of at least one course above the intermediate two level (i.e., they at least place into the second course above intermediate two) have also met this requirement.
- Sociology requirements (four courses/16 points):
  - Introduction to Sociology (SOC-UA 1)
  - Sociological Theory (SOC-UA 111)
  - Research Methods (SOC-UA 301)
  - Advanced Seminar in Sociology (SOC-UA 934)
- Sociology electives (two courses/8 points), to be chosen from:
COMBINED MAJORS IN GLOBAL PUBLIC HEALTH

- Sex and Gender (SOC-UA 21)
- Race and Ethnicity (SOC-UA 135)
- Wealth, Power, Status: Inequality in Society (SOC-UA 137)
- Social Policy in Modern Societies (SOC-UA 313)
- Sociology of Medicine (SOC-UA 414)
- The Family (SOC-UA 451)
- Immigration (SOC-UA 452)
- Cities, Communities, and Urban Life (SOC-UA 460)
- Two additional electives in GPH and/or sociology, by advisement (8 points)

COURSES

The six core GPH courses below (required of all majors) are offered by the College of Global Public Health and taught by expert faculty from throughout the university.

Note: in the GPH/biology concentration, students substitute BIOL-UA courses in biostatistics and epidemiology for UGPH-GU 20, 30 (see details under program of study).

CAS students are allowed to count 16 points from the other schools of the University toward the baccalaureate degree. Four of the six core UGPH-GU courses required for the combined GPH majors are treated as liberal arts courses and therefore do not count against the 16-point allowance: UGPH-GU 10, 20, 30, and 50. (These four courses are exempt from the 16-point rule both for declared GPH majors and also for CAS students who simply take one or more of them as electives.) The two required GPH core courses UGPH-GU 40 and 60 are not exempt from the 16-point rule, and together use up 8 points of each student’s 16-point allowance. Any other UGPH-GU courses besides 10, 20, 30, and 50 will also count against the 16 points.

Students may petition for additional non-CAS, non-liberal arts credits beyond the 16-point limit through the Committee on Undergraduate Academic Standards in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

No UGPH-GU courses can count toward the 64 credits that internal or external transfer students are required to complete in CAS (-UA) courses.

College of Global Public Health

Core Courses

Health and Society in a Global Context
UGPH-GU 10 4 points.
Social, behavioral, and cultural factors that affect public health in community, national, and global contexts. How health is influenced by factors such as age, gender, culture, race and ethnicity, sexual orientation, and social class. Public health problems and their solutions are analyzed in light of individual risk factors as well as larger structural forces.

Biostatistics for Public Health
UGPH-GU 20 4 points.
Basic concepts and techniques in the analysis of public health data. Emphasizes applications and the use, interpretation, and limits of statistical analysis. Real world examples are used as illustrations. Integrates computer-based data analysis.

Epidemiology for Global Health
UGPH-GU 30 4 points.
The distribution and determinants of health and illness in human populations worldwide. Examines epidemiological theories, analytic approaches, and methods. Emphasizes critical interpretation and appraisal of epidemiological studies and evaluation and synthesis of information from mass media sources.

Health Policy in a Global World
UGPH-GU 40 Recommended prerequisites: Health and Society in a Global Context (UGPH-GU 10) and Epidemiology for Global Health (UGPH-GU 30) 4 points.
Comparative exploration of organization, financing, and delivery of health care services and health systems. Examines the role of governmental and non-governmental agencies in delivering care and contributing to a health care infrastructure. Sociological, political, economic, and ethical perspectives.
Environmental Health in a Global World
UGPH-GU 50 4 points.
Highlights how environmental threats come to the attention of the public and weights the options for addressing these threats. Underlines the need for multi-disciplinary approaches in understanding these threats and crafting solutions. Focuses on prevention of environmentally mediated diseases and discusses challenges to effective prevention.

Undergraduate Experiential Learning in Global Public Health
UGPH-GU 60 Prerequisites: Health and Society in a Global Context (UGPH-GU 10) and one other core UGPH-GU course. 4 points.
Requires a minimum of 90 hours of fieldwork. Consult the website of the NYU College of Global Public Health (CGPH; publichealth.nyu.edu) for full details and options, including NYU study away versions of the course.

College of Global Public Health Electives
New electives are added regularly. For the most updated list of electives, please visit the GPH website at publichealth.nyu.edu.

Behavioral Risk Taking in the Global Context
UGPH-GU 35 4 points.
How behaviors associated with health risks are shaped by, and in turn shape, larger social contexts. Successes and challenges of various interventions and programs. Biomedical consequences, epidemiology, and global public health approaches.

Public Health Entrepreneurial Ventures
UGPH-GU 80 Prerequisites: Epidemiology for Global Health (UGPH-GU 30) and Health Policy in a Global World (UGPH-GU 40). 4 points.
Creating sustainable and scalable public health business models, either as stand-alone entities or within a larger corporation, to address public health needs.

Topics in Public Health: Controversies and Debates
UGPH-GU 90 4 points.
Should we mandate vaccination, limit smoking in public places, try to change eating and drinking habits, or introduce stricter traffic safety measures? Do such initiatives infringe on personal rights or stigmatize certain groups? Social, medical, and ethical examination of 150 years of public health debates in the U.S.

Public Health Research Seminar
UGPH-GU 100 Prerequisites: Biostatistics for Public Health (UGPH-GU 20) and Epidemiology for Global Health (UGPH-GU 30). 4 points.
Research design and methods: peer-reviewed literature and disciplinary theory, constructing conceptual models, framing research questions, and analysis of quantitative data for a final paper.

History of Medicine
UGPH-GU 158 Identical to HIST-UA 158. 4 points.
The impact of infectious disease and epidemics throughout American history. Considers medical research and practice, as well as effects of disease upon different segments of the population.

College of Arts and Science Courses
For descriptions of the CAS courses that are required for the combined global public health majors, please see the relevant departmental sections of this Bulletin.
The Skirball Department of Hebrew and Judaic Studies offers one of the most comprehensive Jewish studies programs in North America for undergraduate students. Courses are taught in Hebrew language and literature as well as in Jewish history and culture from the ancient world to the present. The department’s internationally-renowned faculty includes specialists in Biblical and ancient Near Eastern studies, Second Temple Judaism (including Dead Sea Scrolls), Talmud and rabbincics, medieval and modern Jewish history, medieval and modern Jewish philosophy and thought, Jewish mysticism, modern Hebrew and Yiddish literatures, and the history, politics, and society of modern Israel.

The department offers a major and minor in Hebrew and Judaic studies. Highly motivated students are encouraged to participate in the department’s honors program, which includes taking graduate courses or honors seminars and, in the senior year, writing an honors thesis under the supervision of a faculty member. Students are also encouraged to study at the NYU Global Academic Center in Tel Aviv, Israel, which offers a variety of courses on Israeli and Jewish studies.

**FACULTY**

**Professors Emeriti**
- Ivry, Levine, Smith
- Ethel and Irvin A. Edelman
- Professor of Hebrew and Judaic Studies
  - Fleming
- Maurice R. and Corinne P. Greenberg Professor of Holocaust Studies
  - Engel
- Abraham I. Katsh Professor of Hebrew Culture and Education
  - Feldman
- Judge Abraham Lieberman
- Professor of Hebrew and Judaic Studies
  - Schiffman
- S. H. and Helen R. Scheuer
- Professor of Hebrew and Judaic Studies
  - Chazan
- Skirball Professor of Modern Jewish History
  - Kaplan
- Skirball Professor of Talmud and Rabbinic Literature
  - Rubenstein
- Paul and Sylvia Steinberg
- Professor of American Jewish Studies
  - Diner
- Marilyn and Henry Taub
  - Professor of Israel Studies
  - Zweig

**Professor**
- Hary

**Associate Professors**
- Gottlieb, Jassen, Reed

**Assistant Professor**
- Russ-Fishbane

**Clinical Professor**
- Estraikh

**Clinical Associate Professor**
- Roth

**Senior Language Lecturer**
- Kamelhar

**Language Lecturer**
- Ben-Moshe

**PROGRAM**

**Major**
A major in Hebrew and Judaic studies requires a minimum of nine 4-point courses (36 points) completed with a grade of C or better. At least one course must be completed in each of four chronological divisions: biblical, ancient/rabbinic, medieval, and modern. Students must also demonstrate proficiency in Hebrew language equivalent to Intermediate Hebrew II (HBRJD-UA 4). A minimum of five courses (20 points) must be taken in residence at NYU or at one of NYU’s Global Academic Centers (including NYU Tel Aviv). Only one course may be double-counted toward the requirements of another department.

**Minor**
A minor in Hebrew and Judaic studies requires the completion, with a grade of C or better, of four 4-point courses (16 points) from the department’s offerings. All Hebrew courses may be counted toward the minor. A minimum of two courses (8 points) must be taken in residence at NYU or at an NYU Global Academic Center. Only one course may be double-counted toward the requirements of another department. The minor must consist entirely
SKIRBALL DEPARTMENT OF HEBREW AND JUDAIC STUDIES

of content courses (i.e., cannot contain any language courses) in order to exempt students from the College Core Curriculum's Expressive Culture requirement.

Honors Program
Students who have been in residence at New York University for at least two full years, completed 64 points of graded work, and maintained GPAs (overall and major) of at least 3.65 may apply for the honors program. As part of their major requirements, honors students must complete at least two graduate courses or honors seminars in the department. In addition to the major requirements, students must register for Independent Study (HBRJD-UA 997 or HBRJD-UA 998, 4 points) for the purpose of writing an honors thesis under the supervision of a department faculty member. The subject of the honors thesis and the faculty adviser are to be chosen in consultation with the director of undergraduate studies.

COURSES

Hebrew Language Courses:
General Information
The College Core Curriculum foreign language requirement can be fulfilled by completion of the standard four-semester sequence of Elementary and Intermediate Hebrew (HBRJD-UA 1 through HBRJD-UA 4).

All students wishing to enroll in a Hebrew language course who possess any exposure to or knowledge of the language must take a placement examination, whether they have formally studied Hebrew previously or not. Placement of students in Hebrew language courses is explained in the academic policies section of this Bulletin under the heading “placement examinations.” Under no circumstances may students decide on their own in which level of Hebrew they belong.

Introductory Language Courses
Elementary Hebrew I
HBRJD-UA 1 Offered every semester. 4 points.
Active introduction to modern Hebrew as it is spoken and written in Israel today. Presents the essentials of Hebrew grammar, combining the oral-aural approach with formal grammatical concepts. Reinforces learning by reading of graded texts. Emphasizes the acquisition of idiomatic conversational vocabulary and language patterns.

Elementary Hebrew II
HBRJD-UA 2 Offered every semester. 4 points.
Continuation of Elementary Hebrew I (HBRJD-UA 1). Open to students who have completed HBRJD-UA 1 or who have been placed at this level through the placement examination.

Intermediate Hebrew I
HBRJD-UA 3 Offered every semester. 4 points.
Open to students who have completed Elementary Hebrew II (HBRJD-UA 2) or those who have been placed at this level through the placement examination. Builds on skills acquired at the elementary level and develops a deepening command of all linguistic skills. Modern literary and expository texts 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
HBRJD-UA 4 Offered every semester. 4 points.
Continuation of Intermediate Hebrew I (HBRJD-UA 3). Open to students who have completed HBRJD-UA 3 or who have been placed at this level through the placement examination.

Advanced Language Courses
The prerequisite for all advanced language courses is Intermediate Hebrew II (HBRJD-UA 4) or the equivalent.

Hebrew Language through Film
HBRJD-UA 10 Offered every other year. 4 points.
Aspects of Israeli society as portrayed in primarily 21st century Israeli films and television: immigration and immigrants, ethnic groups within Israeli society, religious communities and their relationship to the secular world, the kibbutz, periphery vs. center, the Israeli-Arab conflict, and military service. Focus on the Hebrew language's various registers and their manifestation in different social contexts and genres.
Advanced Hebrew I  
HBRJD-UA 11 Offered periodically. 4 points.  
Trains students in exact and idiomatic Hebrew usage and encourages facility of expression in both conversation and writing. Reading and discussion of selections from Hebrew prose, poetry, and current periodical literature.  

Hebrew of the Israeli Communications Media  
HBRJD-UA 73 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.  

Jewish History and Civilization  
Ancient Israel  
CORE-UA 514 Offered every semester. Fleming, Jassen, Schiffman. 4 points.  
See description under Foundations of Contemporary Culture in this Bulletin.  

Modern Israel  
CORE-UA 537 Offered every semester. Engel, Zweig. 4 points.  
See description under Foundations of Contemporary Culture in this Bulletin.  

Introduction to the New Testament  
HBRJD-UA 22 Offered periodically. 4 points.  
Introduces issues and themes in the history of the Jesus movement and early Christianity. Covers most of the New Testament texts with attention to historical context, modern scholarly methodologies, and the larger frameworks of ancient history and the theoretical study of religion.  

The Bible as Literature  
HBRJD-UA 23 Identical to RELST-UA 23. Offered periodically. Feldman. 4 points.  
Approaches the Bible as a “full-fledged kindred spirit” of modernism through a broadly literary approach. While the focus is on narrative—the Pentateuch (Genesis to Deuteronomy) and the Former Prophets (Joshua to Kings), as well as shorter narrative books (Ruth, Jonah, and Esther)—also studies Ecclesiastes and Job as ancient precursors to modern skepticism. Finally, examines one modernist engagement with the Bible: Kafka’s Amerika.  

Jewish Backgrounds to the New Testament  
HBRJD-UA 25 Offered periodically. Schiffman. 4 points.  
Special attention to the textual and archaeological evidence that helps to shape one’s understanding of the landscape of Jewish thought, in particular those issues and themes that parallel the texts of the New Testament. Students read primary sources in translation (New Testament, Dead Sea Scrolls, Apocrypha, Pseudepigrapha, rabbinic texts) and gain an understanding of the world out of which nascent Christianity and ancient Judaism develop.  

Israeli Music: Contesting National Culture  
HBRJD-UA 29 Offered periodically. 4 points.  
Examines the musical construction of Israeli national identity. Students think critically about the political and cultural aspects of music and other expressive forms; become acquainted with Israeli society, culture, and identity politics; develop a sophisticated understanding of contemporary Israeli music; enhance their understanding of the theoretical literature on nationalism, postnationalism, and globalization; and learn the fundamentals of performance and discourse analysis.  

From Hebrew to Israeli Literature  
HBRJD-UA 76 In English. Identical to MEIS-UA 713. Offered every third year. Feldman. 4 points.  
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.  

Introduction to Judaism  
HBRJD-UA 102 Offered every January. Jassen. 4 points.  
Examines Judaism—its history, beliefs, traditions, and ritual practices—as a living religion from its roots in the biblical, intertestamental, rabbinic, and medieval periods to the modern world. Treats the seminal role of the Bible and rabbinic writings in Judaism and their interpretations and applications over the centuries. Highlights continuity and discontinuity and the evolution of religious tradition.  

Modern Jewish History  
HBRJD-UA 103 Identical to HIST-UA 99. Offered every year. Engel. 4 points.  
Major developments in the history and culture of the Jews from the 16th to the 20th centuries, emphasizing the meanings of modernity in the Jewish context, differing paths to modern Jewish identity, and internal
Jewish debates over the relative merits of modern and traditional Jewish values.

**Jews in the Muslim World in the Middle Ages**

HBRJD-UA 104 Offered every two years. Russ-Fishbane. 4 points.
Examines the history of the Jews in the medieval Islamic world, moving from a discussion of the early encounter between Islam and the Jews of Medina to a consideration of the legal status of the Jews and the vibrant Judeo-Arabic culture they produced.

**Ancient Near Eastern Mythology**

HBRJD-UA 125 Identical to MEIS-UA 607, RELST-UA 125. Offered every spring. Fleming. 4 points.
Students read myths from ancient Egypt, Mesopotamia, Ugarit, Anatolia, and Israel, studying them as literary works and exploring the ideas and broader issues that shaped them. These myths, including both extensive literary masterpieces such as the *Epic of Gilgamesh* and shorter works such as the *Flight of Etana to Heaven*, offer a window into the religious mentality of the ancient Near East.

**Introduction to the Hebrew Bible**

(Old Testament)

HBRJD-UA 126 Identical to MEIS-UA 809, RELST-UA 809. Offered every year. Fleming. 4 points.
Introduces students to the modern study of the Bible from historical, literary, and archaeological points of view. Reading and analysis of texts in translation.

**Jews and Christians in the Ancient World**

HBRJD-UA 128 Identical to RELST-UA 611. Offered every year. Reed. 4 points.
Explores the early history of Judaism and Christianity. Key questions: are we to use self-definition, typology, or both in formulating religious categories? How do certain categories help or hinder our understanding of religious and other social phenomena? What is the relationship between ideology and the social world? How do we learn about the real world from literary evidence?

**The Dead Sea Scrolls, Judaism, and Christianity**

HBRJD-UA 131 Identical to RELST-UA 807, MEIS-UA 807. Offered every year. Jassen, Schiffman. 4 points.
Survey of the importance of the Dead Sea Scrolls for the history of early Judaism and Christianity. Reading and discussion of English translations of the major texts.

**Anti-Semitism: Then and Now**

HBRJD-UA 137 Offered periodically. Chazan. 4 points.
Over the lengthy span of more than three thousand years, Jews have suffered recurrent violence and despoliation and have often been projected in pejorative and dangerously provocative imagery. Examines the history of this imagery, with a special focus on its evolution in Europe over the past one thousand years.

**Conceptions of Gender in Ancient Egypt**

HBRJD-UA 138 Offered periodically. Roth. 4 points.
Examines archaeological remains, artistic representations, and texts throughout the pharaonic period. Topics include gender relations in Egyptian myths (and whether they reflect Egyptian society generally); the roles of royal women; conventions of masculinity in Egyptian art; representations of gender in adults and children; gender-based misunderstandings in international relations with the Levant, Mesopotamia, and classical Greece and Rome; and the problem of female political power.

**Apocalypse and the End of Days**

HBRJD-UA 139 Identical to RELST-UA 690. Offered periodically. Jassen. 4 points.
Jewish and Christian apocalypses express their authors’ most profound thoughts, anxieties, and hopes about the mysteries of the creation of the world, the relationship between God and humanity, the nature of evil, and, most prominently, expectations about the impending end of the world. Examines ancient Jewish and Christian apocalyptic texts and the ongoing influence of apocalyptic ideas in modern religious movements and contemporary culture.

**Yiddish in America**

HBRJD-UA 144 Offered every other year. Estraikh. 4 points.
Examines the Yiddish press, theatre, cinema, scholarship, and literature from the age of mass migration at the turn of the twentieth century to our days. Discusses the role of Yiddish in education, religion, and other domains of American Jewish life, both historically and in contemporary times.

**Jews and Muslims: Perceptions and Polemics**

HBRJD-UA 145 Offered periodically. Russ-Fishbane. 4 points.
Examines the intricate relations between Jews and Muslims from the formative period of Islam in the Middle Ages to the exodus of Middle Eastern and
North African Jewish communities in the twentieth century to the religious and political tensions in contemporary times. Considers not only the complex dynamics of perceptions and relations in the past, but also the human, cultural, and political ramifications of this vital historical relationship in the present. Examination of religious texts, historical documents, memo literature, music, and film.

**Ancient Egyptian Mythology and Religion**  
HBRJD-UA 150 *Offered periodically.* Roth. *4 points.*  
Focuses on key aspects of Egyptian religion: conceptions of the divine in a polytheistic context, temple ritual, hymns, personal piety, the relationship between religion and magic, mortuary religion and its evolution and material consequences. Questions approached through study of the primary sources in English translation—myths (very broadly conceived), other religious writings (including mortuary texts such as the *Book of the Dead* and the *Underworld* books)—and of art and artifacts connected with religious practice, such as amulets and votives.

**Jesus and Judaism**  
HBRJD-UA 158 *Offered periodically.* Reed. *4 points.*  
Explores the Jewishness of Jesus and its reception within ancient, medieval, and modern Judaism. Situates Jesus and his first followers in relation to the Jewish religion and culture of their time, considering the place of Judaism in the origins of Christianity. Explores reactions to Jesus’ Jewishness within later Jewish literature, art, and philosophy. Surveys the history of Jewish/Christian relations from antiquity to the present.

**Religion, Race, and Economics: An Introduction to American Jewish History**  
HBRJD-UA 172 *Identical to HIST-UA 689.* *Offered every other year.* Diner. *4 points.*  
Study of the major events and personalities in American Jewish history since colonial times: the waves of Jewish immigration and development of the American Jewish community.

**Judaism in America**  
HBRJD-UA 173 *Identical to RELST-UA 689.* *Offered periodically.* Gottlieb. *4 points.*  
Explores the emergence of the major American Jewish religious denominations as well as secular Jewish formations. Particular attention to the impact of Zionism, the Holocaust, and race and gender on American Judaism. Key questions: How has the American Jewish community preserved itself? What forces unite it and what forces divide it? Do Jews consider themselves a religion or a people? How have American Jews related to other religions and to other minorities?

**Zionism and the State of Israel**  
HBRJD-UA 180 *Offered every other year.* Engel. *4 points.*  
Key questions: What were the historical circumstances in which, toward the end of the 19th century, an organized movement known as Zionism coalesced around a program aimed at establishing “a home for the Jewish people in Palestine”? What actions did the Zionist movement undertake and what ideas did it advance? What historical conditions aided and impeded the Zionist movement in its efforts and helped shape its activities and ideas? How have ideas fostered by the Zionist movement influenced the political, social, and cultural life of the State of Israel since its establishment?

**Jewish Women in Modern History**  
HBRJD-UA 185 *Identical to HIST-UA 541.* Kaplan. *4 points.*  
Explores the social, cultural, and political histories of Jewish women in Europe and the United States from the French Revolution through World War II, focusing on the era of Emancipation, the bourgeois 19th century, both World Wars, and the Holocaust. Examines the options women had, the boundaries against which they pushed, and the roles they created for themselves in public and in private. Students read secondary sources as well as memoirs, diaries, and letters.

**Russian Jewish History**  
HBRJD-UA 191 *Offered every other year.* Estraikh. *4 points.*  
Jewish history in imperial Russia, from the end of the 18th century to the beginning of the 20th, and an overview of the Soviet and post-Soviet periods. Topics: the government’s policies toward Jews; attempts to integrate them into society; establishment and development of Russian Jewish civil society; Jewish participation in the revolutionary movement; aspects of Jewish social, economic, and cultural life in villages, town, and cities; the role of women in family and communal life; anti-Jewish violence; and emigration.

**History of the Jews in 20th Century Europe: Comparative Perspectives**  
HBRJD-UA 200 *Offered periodically.* Kaplan. *4 points.*
Western European Jewish life from Emancipation through the early 20th century, the Holocaust, and the immediate postwar turmoil, with special attention to Germany, Italy, and France. Explores the interactions of Jews and other Western Europeans, exploring their interlocking histories and memories as well as how Europeans did or did not come to terms with the Fascist and Nazi past.

Life in the Tenements: The Public History of the Lower East Side
HBRJD-UA 286 Offered periodically. Diner. 4 points.
Explores the world of the Lower East Side from the 1830s through the latter part of the 20th century, using the setting and resources of the Lower East Tenement Museum. Primary and secondary readings that treat the family, work, entrepreneurial, and religious experiences of immigrants.

Israeli Cinema: The Changing Uses of the Moving Image
HBRJD-UA 500 Offered periodically. Zweig. 2 points.
In the pre-State period (to 1948) the Zionist movement mobilized support through the lens of the camera, projecting a specific image of Palestine/Land of Israel and an idealized view of the creation of a new Hebrew nation. The medium of cinema was used both for advocacy and for self-definition. Following the creation of Israel, film became an important means of social integration, creating shared images of the dramatic events surrounding the creation of the State and its early years.

Topics in Jewish Literature and Culture
HBRJD-UA 590 Offered periodically. 2 points.
Topics vary by semester.

Jewish Women in European History
HBRJD-UA 653 Offered every other year. Kaplan. 4 points.
Considers the normative role of women in Judaism through the Middle Ages and early modern Europe. Primary focus on Jewish women 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.

The Jews of New York
HBRJD-UA 654 Offered periodically. Diner. 4 points.
How New York transformed the Jews who settled there and how the Jews left their mark on the city and its political, economic, and cultural landscape, from the middle of the 17th century to the present.

Yiddish Literature in Translation
HBRJD-UA 664 Offered every year. Estraikh. 4 points.
The literary and cultural activity of 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 and examines how “Yiddish modernism” took shape in different places and spheres of activity.

The Holocaust: The Third Reich and the Jews
HBRJD-UA 685 Identical to HIST-UA 808. Offered every year. Engel. 4 points.
Historical investigation of the evolution of Nazi policies toward Jews; of Jewish behavior in the face of those policies; and of the attitudes of other countries, both within and outside the Nazi orbit.

Jewish Europe after the Holocaust
HBRJD-UA 689 Identical to HIST-UA 18, EURO-UA 689. Offered periodically. Estraikh. 4 points.
The social, political, and cultural forces that shaped Jewish life in post-1945 Europe. Topics include reconstruction of Jewish communities, repression and anti-Semitic campaigns in the Soviet Union and Poland, the impact of Israel, emigration and migration, Jewish-Christian relations, assimilation and acculturation, and reactions to the Holocaust.

Israeli Politics and Society
HBRJD-UA 710 Offered every year. 4 points.
The power structure and mechanisms of contemporary Israeli politics beginning with the emergence of the provisional government in 1948. How Israel’s national institutions, the legislation mechanism, and electoral system developed. Key fault lines in Israeli social, political, and economic life, including Jewish-Arab relations; the balance between the welfare state and economic liberalism; and gender relations.

Israel: Fact through Film and Fiction
HBRJD-UA 780 In English. Identical to MEIS-UA 698. Offered every two year. 4 points.
Israeli cinema’s artistic achievements and gutsy in-depth engagement with political, social, and sex-and-gender borders and boundaries that are local and universal at one and the same time. We explore some of the high points of recent Israeli cinema and ask how its treatment of these issues compares to and differs from analogous literary representations in contemporary Hebrew fiction.
Readings in Talmud
HBRJD-UA 784 In Hebrew. Offered every year.
Schiffman. 2 points.
Selections from the Hebrew and Aramaic text of the
Babylonian Talmud, utilizing both traditional and
academic methods of study. Emphasis is on mastering
the themes and concepts while studying the text and
its commentaries in depth.

History of Halakhah:
Jewish Law Confronts Modernity
HBRJD-UA 845 Prerequisite: reading knowledge of
rabbinic literature (Hebrew and Aramaic). Offered
periodically. Russ-Fishbane. 4 points.
Explores the variety of Orthodox rabbinic responses
to the complex challenges of modernity. Key
questions posed to rabbinic authorities on urgent
topics of the day from the 19th to the 21st century,
including the novelty of secular education, the impact
of religious reform, the effects of political change and
democratic development, and advances in technology
and medicine.

Topics in the Bible and Ancient Near East
HBRJD-UA 949 Offered every year. 4 points.
Topics vary by semester.

Topics in Modern Jewish History
HBRJD-UA 950 Offered every year. 4 points.
Topics vary by semester.

Jewish Philosophy and Thought
A Book Forged in Hell: Spinoza’s Theological-
Political Treatise and the Birth of Modern Judaism
HBRJD-UA 107 Identical to RELST-UA 107.
Offered every other year. Gottlieb. 4 points.
Baruch Spinoza (1632–1677) has been called the
quintessential modern religious critic. We examine
Spinoza’s critique of Judaism in light of his medieval
Jewish philosophical predecessors. Topics: Are
miracles possible? What is prophecy? Are the Jews the
chosen people? Is Jewish law (halakha) obligatory?

Modern Jewish Thought
HBRJD-UA 112 Offered periodically. 4 points.
Emphasizes the effects of modernity on traditional
Judaism. Topics include Enlightenment and the
rationalistic identity; the role of ethics in religion;
the emergence of Reform, neo-Orthodox, and
Conservative Judaism; liberal rationalist theology
and the possibility of revelation; religious and secular
Zionism; the Holocaust; and the creation of the
modern State of Israel.

Early History of God
HBRJD-UA 116 Identical to RELST-UA 220.
Offered periodically. Fleming. 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. Posits that Israel was not
alone in ascribing priority of power to a single god,
and that Israel’s result is comprehensible only in the
context of these wider currents.

Jewish Ethics
HBRJD-UA 117 Identical to RELST-UA 117.
Offered every year. Rubenstein. 4 points.
Surveys Jewish ethical perspectives on leading moral
issues, including capital punishment; business ethics;
self-sacrifice, martyrdom, and suicide; truth and lying;
the just war; abortion; euthanasia; birth control; and
politics. Explores philosophical questions concerning
the nature of ethics and methodological issues related
to the use of Jewish sources. Examines classical Jewish
texts (Bible, Talmud, and medieval codes) pertaining
to ethical issues and discusses the range of ethical
positions that may be based on the sources.

Living a Good Life: Greek and Jewish Perspectives
HBRJD-UA 422 Identical to PHIL-UA 422.
Offered periodically. Gottlieb. 4 points.
Key questions: Does living well require acquiring
knowledge and wisdom? What is the place of moral
responsibility in the good life? Is the good life a happy
life, or does it require sacrificing happiness? Does
religion lead to living well or does it hinder it? What
is friendship and how does it contribute to the good
life? Study of primary texts by Plato, Aristotle, Seneca,
Avot, Maimonides, Spinoza, and Hermann Cohen.
Modern Jewish Philosophy
HBRJD-UA 640 Offered every other year. Gottlieb. 4 points.
Debates about Judaism and Jewishness from the 18th century to today. Topics: the existence of God, the authority of Jewish law, and Jewish chosenness. Emphasizes the impact of major historical and ideological developments, including Enlightenment and Emancipation, the Holocaust, the founding of the State of Israel, and feminism.

Special Courses and Independent Study

Topics in Judaic Studies
HBRJD-UA 177 Offered every year. 4 points.
Topics vary by semester.

Topics in Israel Studies
HBRJD-UA 948 Offered every semester. 4 points.
Topics vary by semester.

Independent Study
HBRJD-UA 997, 998 Open to honors and non-honors students. Prerequisite: permission of the instructor. Offered every semester. 1 to 4 points.
ALEXANDER S. ONASSIS PROGRAM IN

Hellenic Studies

Professors
Fleming, Mitsis

Associate Professor
Smyrlis

Clinical Professor
Theodoratou

Language Lecturer
Venetsanos

Visiting Professors
Astrinaki, Taxidou

Affiliated Faculty
Connolly, Geroulanos, Konstan, Kotsonis, Kowalzig, Peirce

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

NYU’s Arts and Science summer program in Athens combines classroom study of the language, history, and culture of Greece with extracurricular activities and excursions that introduce students to all aspects of Greek life. The program offers a wide range of courses on such subjects as the Greek language, Greek literature and photography, Greek drama, Greek political history, the city of Athens, and the archaeology of Greece. Classes are held at the new NYU facility in Athens, conveniently located in Kolonaki neighborhood and the historical center of Athens. Activities include walking tours of Athens, visits to monuments and museums, and evening outings to dramatic and musical performances. Weekend excursions include trips to several Greek islands and to important historical and archaeological sites. Relevant courses taken in this summer program count toward the major or minor as regular courses.

Major: General Information

The major in Hellenic studies consists of ten 4-point courses (40 points) completed with a grade of C or better. Courses taken in NYU’s Arts and Science summer program in Athens count toward the major as regular courses. A solid foundation in the modern Greek language is a requirement for all majors. Upon declaring the major, a student is expected to enroll in Elementary Modern Greek I (HEL-UA 103) or take a placement examination. By the end of their program, all students must demonstrate competence in modern Greek at the intermediate level through successful completion of two semesters of Intermediate Modern Greek (HEL-UA 105, 106) or performance on a placement examination.

Major: Programs of Study

Qualified students may choose from three areas of concentration (tracks) within the major:

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

Track B: Politics and History
This track provides students with an interdisciplinary social science perspective on the medieval and modern Greek experience. Students may choose to concentrate their studies in history or politics, or create their own combination in consultation with the director of undergraduate studies.
Track C: The Classical Legacy
This track provides students with an interdisciplinary perspective on the reception of classical Greek thought in postclassical Greece.

Students in tracks A and B who have placed out of Intermediate Modern Greek I and II (HEL-UA 105, 106) are encouraged to take Advanced Modern Greek I and II (HEL-UA 107, 108). Track C students who place out of Intermediate Modern Greek are encouraged to take Advanced Modern Greek I and II (HEL-UA 107, 108) or two semesters of ancient Greek in the Department of Classics.

All majors, regardless of their track, must complete:

• the Seminar on Modern Greek Culture (HEL-UA 130);
• and two specifically designated survey courses offered within the program.

Which two survey courses they choose depends on the disciplinary concentration (track) that they select. Every student must take at least one designated survey course in his or her own track of concentration and one designated survey course from another track. (Students in track A should also take a track B survey; students in track B should also take a track A survey; and students in track C should also take one survey in track A or B.)

The following is a list of designated survey courses:

Track A
• Memory, History, and Language in Modern Greek Poetry (HEL-UA 120)
• Narrative, History, and Fiction in the Modern Greek Novel (HEL-UA 190)

Track B
• Modern Greek History (HEL-UA 159)
• History of the Byzantine Empire (HEL-UA 283)
• Modern Greek Politics (HEL-UA 525)

Track C
• Memory, History, and Language in Modern Greek Poetry (HEL-UA 120)
• Greek Tragedy and Modern Greece (HEL-UA 320)

Electives
Additional Hellenic studies courses are required to reach the total of ten courses for the major. The exact number of electives varies according to a student’s level of language proficiency upon entrance to the major. Subject to the approval of the director of undergraduate studies, cognate offerings in other departments or an approved internship may be counted toward the major. A sample list of cognate courses is available from the program office.

Minor
A minor in Hellenic studies requires four 4-point courses (16 points) offered by the program and competed with a grade of C or better. Students must show proficiency in modern Greek language by successful completion of either a placement examination or Intermediate Modern Greek II (HEL-UA 106). Elementary Modern Greek I and II do not count toward the minor. Students should consult the director of undergraduate studies of the program prior to registering for courses in the minor. If the minor includes any course(s) in Intermediate or Advanced Modern Greek, it cannot satisfy the Expressive Culture requirement of the College Core Curriculum.

Honors Program
A degree in Hellenic studies is awarded with honors to students who complete ten courses (40 points) of graded work while maintaining an overall GPA of 3.65 and an average in the major of 3.65, and who successfully complete a program of original research leading to an honors thesis. The honors thesis is researched and written while registered in Independent Study (HEL-UA 997) under the supervision of a program faculty member.

The thesis topic and the faculty adviser are chosen in consultation with the director of undergraduate studies.
The average length of the paper is 40-60 pages. Honors students are encouraged, but not required, to take at least one appropriate graduate course in Hellenic studies.

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.

COURSES

Arts and Science Summer in Athens
For information about this program, please visit our website.

Language and Literature
Elementary Modern Greek I, II
HEL-UA 103, 104 Open to students with no previous training in Greek and to others by permission of the instructor. Elementary I offered in the fall; Elementary II offered in the spring. 4 points per term.
Fundamentals of grammar, syntax, oral expression, listening comprehension, reading, and composition. Students develop the skills and vocabulary necessary to read simple texts and hold basic conversations. Students are introduced to modern Greek culture, history, and society, so as to enrich our understanding of multiple, living Greek realities through the language.

Intermediate Modern Greek I, II
HEL-UA 105, 106 Prerequisite for HEL-UA 105: Elementary Modern Greek II (HEL-UA 104); prerequisite for HEL-UA 106: HEL-UA 105, or permission of the instructor. Intermediate I offered in the fall; Intermediate II offered in the spring. 4 points per term.
Introduces more complex linguistic and grammatical analysis, advanced composition, and graded reading. Provides further practice in speaking and vocabulary acquisition. Readings and discussions of selected works of prose, poetry, and theatre serve as an introduction to aspects of modern Greek civilization and as an occasion for comprehensive discussions of contemporary Greek society.

Advanced Modern Greek I, II
HEL-UA 107, 108 Prerequisite for HEL-UA 107: Intermediate Modern Greek II (HEL-UA 106); prerequisite for HEL-UA 108: HEL-UA 107, or permission of the instructor. Advanced I offered in the fall; Advanced II offered in the spring. 4 points per term.
Enhances and perfects reading, speaking, conversational, and writing skills through the close study of literary texts, current newspaper articles and essays, films, advertisements, and comprehensive discussions of contemporary Greek society. Explores current social and political issues, events, and controversies in Greece and topics in popular culture.

Memory, History, and Language in Modern Greek Poetry
HEL-UA 120 No prerequisite. Offered every other year. 4 points.
A survey of 20th-century Greek poetry in its historical and cultural context. Among the poets studied are C. P. Cavafy; the Nobel laureates George Seferis and Odysseus Elytis; the Lenin Prize-winner Yannis Ritsos; the surrealists Andreas Embiricos and Nikos Engonopoulos; the postwar generation of poets, including Miltos Sahnouris, Takis Sinopoulos, and Manolis Anagnostakis; and women poets, including Matsi Hatzilazarou and Kiki Dimoula. All texts are available in both Greek and English; critical texts and class discussion in English only. No background specific to Greece is required.

Seminar on Modern Greek Culture
HEL-UA 130 Offered every year. 4 points.
Topics vary. Please consult the program for more information.

Topics: Modern Greek Culture and Literature
HEL-UA 140 Offered every year. 4 points.
Topics vary. Please consult the program for more information.

Narrative, History, and Fiction in the Modern Greek Novel
HEL-UA 190 Identical to COLIT-UA 190. No prerequisite. Offered every other year. 4 points.
Structured around narrative technique and the claim to fact(s) and/or fiction(s) in Greece’s turbulent modern history. 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. All texts are available in both Greek and English; critical texts and class discussion in English only. No background specific to Greece is required.

**The 20th-Century Balkans and Balkanization through Literature and Film**

HEL-UA 193 Identical to COLIT-UA 193. Offered every other year. 4 points.

A selective study of the representation of the 20th-century Balkans through some of the most celebrated literary works and films of the region. Considers the presentation of, and contestation over, a shared historical past through common and divergent motifs, myths, and narrative devices. Also examines the region's political and aesthetic relation to the West in this century.

**Yannis Ritsos and the Tragic Vision**

HEL-UA 229 Offered every other year. 4 points.

Ritsos's poem *The Fourth Dimension* invokes the relations between memory, history, and language. Examines his poetic strategies by reading and reconstructing the classical intertexts that inform his work and analyzes his appropriations, distortions, revisions, and translations of classical texts.

**Greek Tragedy and Modern Greece**

HEL-UA 320 Offered every year. 4 points.

Classical Greek tragedy as re-imagined within the broader context of modern Greek culture from the early twentieth century to today. Issues of nationhood, tradition and modernity, classicism and experimentation. Attention to the specific historico-political contexts (the civil war, the military dictatorship, and the contemporary crisis) of this dialogue with the ancients.

**Greek Diaspora: Odyssey Metaphors from Homer to Angelopoulos**

HEL-UA 333 Identical to COLIT-UA 333. Offered every other year. 4 points.

How the structuring metaphors and foundational narratives of home and exile and of dispersal, settlement, and return have informed Greek myth and story in a variety of geographical and historical contexts: the diasporic communities of Greeks in Renaissance Venice, in European urban centers prior to nation-building in the 18th-century Enlightenment, in Alexandria and Smyrna (now Izmir) during the late 19th and early 20th centuries, in Cyprus, and in the United States.

**From Classicism to Afrocentrism: Greece in the West, 1453 to the Present**

HEL-UA 444 Identical to COLIT-UA 444. Offered every other year. 4 points.

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, Hellenism as paganism, aesthetics, homosexuality, romantic nationalism, racism, the Hellenic and the Hebraic, and Afrocentrism. Features modern Greek appropriations of, and resistances to, such projections.

**Greek Thinkers**

HEL-UA 700 Identical to CLASS-UA 700. 4 points.

See course description under classics.

**Politics**

**Modern Greek Politics**

HEL-UA 525 Offered periodically. 4 points.

**Politics of Southern Europe**

HEL-UA 527 Offered periodically. 4 points.

**History**

See course descriptions under history.

**Byzantine Civilization**

HEL-UA 112 Identical to HIST-UA 112, MEDI-UA 112. 4 points.

**Modern Greek History**

HEL-UA 159 Identical to HIST-UA 159. 4 points.

**Topics: Byzantine History**

HEL-UA 283 Identical to HIST-UA 283. 4 points.

**Greece and Western Europe**

HEL-UA 297 Identical to HIST-UA 297. 4 points.

**Topics: Imperial Cities: Rome, Constantinople, Istanbul**

HEL-UA 901 Identical to HIST-UA 160. 4 points.

**Special Courses**

**Topics: Modern Mediterranean Region: Myth or Reality?**

HEL-UA 901 4 points.

**Internship**

HEL-UA 980 2 or 4 points.

**Independent Study**

HEL-UA 997 2 or 4 points.

**Senior Honors Seminar**

HEL-UA 999 4 points.
History

History is the study of human experience of all kinds, considered in relation to particular times and places. It is also a method of thinking characterized by its attention to the contexts in which people have lived and worked. By mastering this method of thinking, students of history gain invaluable skills and knowledge. They learn to analyze and interpret many different kinds of evidence (cultural, social, economic, and political) as well as to organize it into a coherent whole and present it clearly and with style in written or oral form. In doing so, students also learn to justify and question their own and others’ conclusions, for history is always an argument about what actually happened. Indeed, rethinking and revising accepted historical conclusions is one of the most important—and most interesting—tasks of the historian.

Notable among the department’s areas of strength are American urban, social, labor, and ethnic history; medieval, early modern, and modern European history; Latin American history; sub-Saharan African history; early and modern Asian History; and American and European women’s history. The department also pays particular attention to the transnational and global aspects of the discipline.

At the core of the undergraduate experience are the workshop (HIST-UA 9XX) and the capstone seminar (HIST-UA 4XX). In the workshop, students learn about the methods and practice of history in a seminar setting. In the capstone seminar, usually taken in the senior year, students research and write an original paper (typically 20-25 pages).

Through independent study and the honors program, students may find challenging opportunities for special concentrations and individual research. The internship program enables students to engage in supervised historical projects for credit. Many of the projects are at cultural institutions in New York and at the United Nations.

The University’s Elmer Holmes Bobst Library is rich in works of history, and students also utilize the collections of the New York Public Library, the historical societies and museums in New York City, and neighboring universities.
Major in History
The major in history requires a minimum of 36 points in any combination of 2- and 4-point courses, with a grade of C or better in each course.

- All majors must take one workshop (HIST-UA 900-999).
- Students must also take one capstone seminar (HIST-UA 400-499; prerequisite: workshop).
- At least 20 points in total must be in advanced level history courses (HIST-UA 100 or above).
  This includes the workshop and capstone seminar requirements.
- At least 4 points must be taken in each of the three geographical areas: U.S., European, and non-Western.
  These points may be in either introductory or advanced courses.
- At least 8 points must be taken in pre-1800 courses.
- No student may take more than 16 points in introductory courses (numbered below HIST-UA 100).
- One course can count toward no more than two geographical or temporal requirements.

Policies Applying to the Major in History
No Pass/Fail courses can count toward the major.

Students may count four points (the equivalent of one course) from Advanced Placement, International Baccalaureate, or Advanced (A) Level examinations toward the requirements of the major. Four points from other advanced standing examinations may be accepted after consultation with the department. These credits are not equivalent to specific courses in the major (they are HIST-UA elective credit) and count as one introductory course. If AP/IB/A-Level credit is used toward the major, then only three other non-history or non-NYU (transfer) courses can be petitioned toward the major (including Liberal Studies courses).

A transfer student must take at least 20 points in the department. A total of 16 transfer points can be approved through the course petition process to be counted toward the major, inclusive of any AP/IB/A-Level credits. Approval of course credit is not guaranteed.

Courses that are not cross-listed with the history department must be approved by the director of undergraduate studies. Students can petition for up to four courses (16 points) to count towards their major by turning in a course petition form with the syllabus to the Department of History. No course is guaranteed.

Certain courses in the College Core Curriculum may also count toward the history major as introductory courses. These are Texts and Ideas and Cultures and Contexts, if they are taught by faculty from the Department of History. Also, majoring in history exempts students from taking the Societies and the Social Sciences component of the Core Curriculum.

Global Public Health/History Major
The global public health/history major provides a unique opportunity to unite the study of human experience in relation to particular times and places with the study of health of populations around the world. The major draws on the expertise of the CAS Department of History in providing students with the tools needed to analyze and interpret many different kinds of evidence—cultural, social, economic, and political—and to organize them into a coherent whole, presented clearly in written or oral form. Students will study a variety of topics, such as environmental history, ethnicity, sexuality, epidemiology, health policy, gender, and social movements. NYU’s global public health/history major provides a unique set of skills that may be applied in a
variety of careers including law, teaching, public health, business, film, international affairs, and medicine and science.

This major requires fifteen 4-point courses (60 points) with a grade of C or better, as follows.

Global public health requirements (seven courses/28 points):
  - Health and Society in a Global Context (UGPH-GU 10)
  - Biostatistics for Public Health (UGPH-GU 20)
  - Epidemiology for Global Health (UGPH-GU 30)
  - Health Policy in a Global World (UGPH-GU 40)
  - Environmental Health in a Global World (UGPH-GU 50)
  - GPH Internship (UGPH-GU 60)
  - One semester of advanced foreign language (above intermediate II level). Students who present AP or other advanced standing credit that is equivalent to completion of at least one course above intermediate two have satisfied the requirement. Students who take an NYU language placement exam and demonstrate proficiency equivalent to completion of at least one course above the intermediate two level (i.e., they at least place into the second course above intermediate two) have also met this requirement.
  - One semester of study away is also required.

History requirements (two courses/8 points):
  - One workshop (HIST-UA 900-999)
  - One capstone seminar (HIST-UA 400-499)

History electives (four courses/16 points):
  - Four courses numbered above HIST-UA 101. Students must take at least one pre-1800 course and at least one course in each of these three regions: U.S., non-Western, and European. All must be advanced.

Combined major electives:
  - Two courses chosen from history and/or GPH.

For descriptions of GPH (UGPH-GU) courses and for all policies applying to the major (including those for transfer students), please see the global public health section of this Bulletin.

Minor in History

The minor in history requires a minimum of 16 points in any combination of 2- and 4-point courses, with a grade of C or better in each course. Twelve of the points must be taken in the Department of History. Pass/Fail courses do not count. No more than 4 points may be taken in introductory-level courses. Advanced Placement, International Baccalaureate, and other advanced standing credit does not count toward the minor.

Note: Students should consult the director of undergraduate studies for possible minor programs, course offerings, and course descriptions. A complete listing of history courses currently offered may be found in the current class schedule available on the department website.

Honors Program

Students with strong academic records (a GPA of 3.65 in history and 3.65 overall) may apply to the director of undergraduate studies for admission to the history honors program. Students must be declared history majors or have already taken the workshop (HIST-UA 9XX) to apply for the two-course, 8-point program.

The honors program is completed in two consecutive semesters and consists of a small Honors Seminar (HIST-UA 994) followed by an individualized Honors Tutorial (HIST-UA 996). In the Honors Seminar (which satisfies the capstone seminar requirement for the major) students define a thesis topic, develop a bibliography, read broadly, 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. In the Honors Tutorial, students work one-on-one with a faculty director to complete the thesis.
The honors thesis varies in length from 40 to 70 pages, depending on the nature and scope of the subject. The completed thesis, approved for defense by the director, is defended before a committee consisting of a primary faculty advisor and at least one additional faculty reader. A grade of at least A-minus on the thesis is required for the award of honors in history. Students who receive a lower passing grade are simply awarded 8 points toward the major.

**Study Away**

The department encourages history majors and minors to study away during the fall or spring semester of their junior year. Studying away at one of New York University's many global academic centers can help open doors to the discovery of unexpected areas of interest, as well as provide new insight about already established historical perspectives and research topics. Some courses offered by NYU for study away, as well as other approved programs outside NYU, may be eligible for inclusion into the history major. History majors should consult the director of undergraduate studies before making plans to study away.

Some courses originate in other departments and are cross-listed with the Department of History, as indicated below. For the most up-to-date information on courses, please check the schedules on the department's website.

**Introductory Courses**

**Voices of Empire**
HIST-UA 5 Workshop. Burbank, Cooper. 2 points.
Close analysis of primary sources (reports by officials, petitions by subjects, histories by local scholars, short stories, and court cases) as well as careful reading of scholarly work. The goal is to work outward from the perspectives of imperial subjects toward an understanding of imperial polities and their effects.

**The United States to 1865**
HIST-UA 9 Lecture. Offered every fall. Eustace, Goetz. 4 points.
From the precolonial epoch to the Civil War. Analysis of the country's economic and political growth, intellectual traditions, and patterns of social development. 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, race and gender, westward expansion, the industrial revolution, sectionalism, and the Civil War.

**The United States since 1865**
HIST-UA 10 Lecture. Offered every spring. Goetz, Kim, Mitchell, Montoya. 4 points.
Developments in U.S. society within a global historical context. Topics: urbanization; industrialization; immigration; American reform movements (populism, progressivism, the New Deal, and the War on Poverty); and foreign policy. Beginning with the post-Civil War expansion of the U.S. into the American West, traces U.S expansion and increasing global influence through the Spanish-American War, World Wars I and II, Cold War, Gulf Wars, and the War on Terror.

**Modern Europe**
HIST-UA 12 Lecture. Offered every other year. Ben-Ghiat, Berenson, Ortolano. 4 points.
A survey 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.

**Espionage and the Making of the Modern World**
HIST-UA 23 Lecture. Offered at least once a year. Nafatli. 4 points.
The great sweep of world history from 1939 to 2016 through the lens of the role played by spies, code-breakers, saboteurs, intelligence analysts, and the organizations for which they worked. Why did countries set up organizations to undertake spying and covert action? Have these activities made them, especially the U.S., more or less secure? And what has been the cost to private individuals of these activities?
The City in Western History: From Antiquity to Early Modernity
HIST-UA 25 Lecture. Juette. 4 points.
From ancient Athens to eighteenth-century Paris. Explores change and continuity in premodern urban history: the decline or stagnation of once-powerful city-states; the rise of cosmopolitan metropolises; and the commercial ties that often linked these cities to one another. Special focus on the patterns and rhythms of everyday life as well as on aspects of urban planning and environmental history.

Empires in World History
HIST-UA 35 Lecture. Burbank, Cooper. 4 points.
Empires have been one of the most common and durable forms of political association. Examines case studies from ancient Rome and China to the present and considers the variety of ways in which empires have inspired and constrained their subjects’ ideas of rights, belonging, and power. Introduces students to the analysis of historical sources.

World War II
HIST-UA 45 Lecture. Offered every year. 4 points.
Not simply a study of battles; all aspects of the war, from the great civilian and military leaders to the common soldiers, are discussed, as are social, cultural, and economic changes on the various home fronts. Illustrates personalities and events through slides, contemporary literature, photos and posters, and the music of the time.

Introduction to American Education: Historical and Contemporary Perspectives
HIST-UA 60 Identical to HSED-UE 1005. Lecture. Offered every year. Fraser, Zimmerman. 4 points.
Central themes, issues, and controversies in American education. What is the purpose of “school”? How did schools begin in the United States, and how have they evolved across time? How do children learn? How are they different from each other, and why and when should that matter? How should we teach them? And how should we structure schools and classrooms to promote learning?

Introduction to Science and Society
HIST-UA 66 Lecture. Jackson. 4 points.
Presents the plethora of techniques proffered by the humanities and social sciences in studying the history of science, technology, and medicine. Topics include: Christian Aristotelianism, the rise of experimentation and the Scientific Revolution, Enlightenment science, Darwin’s theory of evolution and the church, eugenics in 20th-century America, machines and humans during the 19th and 20th centuries, historical explanations of disease, gene patenting, race and genes, and the history of HIV/AIDS.

History in the Headlines
HIST-UA 70 Lecture. Offered every semester. Naftali. 2 points.
The key events we read about in our morning twitter feed or on our favorite news sites are usually not unique in world affairs. They have a background, a context, that makes them more understandable and often more interesting. Thinking historically means trying to make sense of the new in the context of what human beings have done before.

Native North America
HIST-UA 87 Lecture. Ellis, Goetz, Needham. 4 points.
Indian peoples fundamentally shaped and defined our nation’s past and continue to shape contemporary American life. Explores their history from the founding of the first European settlements in North America to modern debates over the place and presence of Indian peoples in American life, exploring how Indian history is integral to understandings of American history and culture.

Modern Jewish History
HIST-UA 99 Identical to HBRJD-UA 103. Lecture. Engel. 4 points.
See description under Hebrew and Judaic studies.

Advanced Courses
Russian Jewish History
HIST-UA 103 Identical to HBRJD-UA 191, RUSSN-UA 191, EURO-UA 190. Lecture. 4 points.
See description under Hebrew and Judaic studies.

The Medieval Life Cycle: From Birth to Rebirth
HIST-UA 104 Seminar. Bedos-Rezak. 4 points.
Presents a sociological model of the medieval life cycle that considers age as an aspect of social identity. Examines specific age groups—children, teenagers, youth, adults, and the elderly—to expose the effect age had on the course and on the representation of life, and the ways that this effect differed with geographic location, religion, gender, ethnicity, economic status, and social rank.

History of Judaism: The Emergence of Classical Judaism
HIST-UA 109 Identical to HBRJD-UA 100, RELST-UA 680, MEIS-UA 680. Lecture. 4 points.
See description under Hebrew and Judaic studies.
Early Middle Ages, 300-1050 C.E.
HIST-UA 111 Identical to MEDI-UA 111. Lecture. Bedos-Rezak. 4 points.
Explores the processes that brought about the making of a new civilization: Western Europe. In shaping and interpreting their environment, early medieval men and women tapped the resources of Roman, Germanic, and Christian cultures. Each of these cultures is a fundamental ingredient in the crucible of Europe; their various alloys and interactions with Judaism and Islam imprinted the European scene with diversity and a wide range of human experience and experimentation.

The Crusades
HIST-UA 113 Identical to MEDI-UA 113. Lecture. Offered every other year. Smyrlis. 4 points.
The history of the Crusades (1095–1291 C.E.) is the first chapter of European imperialism and a manifestation of deep religious conviction. Examines background and origins; the social, political, and economic situation in the eastern Mediterranean before the Crusades; the fortunes of the Crusader (Latin) Kingdom of Jerusalem; the reactions of Europeans and Easterners to one another; and the legacy of the Crusades on both the Eastern and Western worlds.

The High Middle Ages
HIST-UA 114 Identical to MEDI-UA 114. Lecture. Offered every other year. 4 points.
From the late 11th century to the close of the 14th century. 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
HIST-UA 121 Lecture. Offered every other year. Appuhn. 4 points.
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.

The French Revolution and Napoleon
HIST-UA 143 Lecture. Shovlin. 4 points.
Begins with an analysis of cultural, social, political, and economic conditions in France before 1789, then 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.

History of Medicine
HIST-UA 158 Seminar. Offered every year. Oshinsky. 4 points.
Studies the impact of disease at critical points in American history. Considers the great epidemics that devastated our nation, as well as scientific breakthroughs in epidemiology, antiseptic practice, vaccines, and antibiotics that tamed the scourge of cholera, polio, typhoid fever, and influenza. Examines how the battle against disease revolutionized philanthropy and medical research in the United States, as well as the consequences and cultural impact of disease upon different segments of the American population. Ends with current diseases yet to be fully understood or conquered, such as HIV/AIDS, Ebola, and Zika.

Imperial Cities: Rome, Constantinople, Istanbul
HIST-UA 160 Colloquium. Offered every other year. Smyrlis. 4 points.
A comparative study of the capitals of the most powerful empires of the Mediterranean from antiquity to the modern period. Topics: the role of cities as stages for the projection of imperial ideology, the position of religion within the cities, professions, neighborhoods, women, minorities and marginals, revolts, disease and healthcare, and entertainment.

Modern Britain
HIST-UA 162 Lecture. Offered every year. Ortolano, Sartori. 4 points.
Developments and themes in British history since 1688. During this period, Britain emerged as the world’s first industrial nation and a primary imperial power, fought two world wars partly in an effort to maintain that position, and unevenly accommodated the changed realities of the late 20th century. Situates the social and political history of Britain within wider European and global contexts.

Contemporary France
HIST-UA 169 Identical to FREN-UA 164, EURO-UA 288. Lecture. Offered every year. 4 points. See description under French.

Seminar: Italian Fascism
HIST-UA 171 Identical to ITAL-UA 165. Seminar. Offered every two to three years. Ben-Ghiat. 4 points.
An interdisciplinary examination of the cultural
production of the fascist period. Students examine the image that the fascist regime produced of itself through the study of popular novels, architecture, film, and political speeches.

The Irish and New York
HIST-UA 180 Identical to SCA-UA 758, IRISH-UA 180. Seminar. 4 points.
See description under Irish studies.

Topics in Irish History
HIST-UA 181 Identical to IRISH-UA 181. Lecture. 4 points.
See description under Irish studies.

History of Modern Ireland I, 1580–1800
HIST-UA 182 Identical to IRISH-UA 182, EURO-UA 182. Lecture. Truxes. 4 points.
See description under Irish studies.

History of Modern Ireland II, 1800 to the Present
HIST-UA 183 Identical to IRISH-UA 183, EURO-UA 183. Lecture. 4 points.
See description under Irish studies.

The Irish in America
HIST-UA 187 Identical to IRISH-UA 187. Lecture. 4 points.
See description under Irish studies.

Race, Religion, and Gender in 20th Century France
HIST-UA 192 Identical to FREN-UA 865, SCA-UA 849. Colloquium. Offered every year.
Chapman. 4 points.
Begin with the Dreyfus Affair, a national convulsion over anti-Semitism and a miscarriage of justice that influenced debates over prejudice in France for decades thereafter. It then turns to the experiences of women and men during the First World War, including soldiers and workers recruited from the colonies. After examining the dynamics of discrimination against Jews, colonial subjects, and women during World War II, concludes with the French-Algerian war (1954–62), when issues of race, religion, and gender surfaced with explosive force in metropolitan France, as well as in Algeria.

Liberal Visions of Empire
HIST-UA 195 Lecture. Offered every other year. Sartori. 4 points.
The changing relationship between British liberal thought and Britain’s expanding empire from the 17th to the 20th centuries. Liberal conceptions of equality and freedom can be understood as anti-imperialistic in impulse; as historically complicit with imperialist agendas; or as inherently and logically disposed to imperialist domination. Examines these different claims in historical context and periodizes their applicability.

Trial of Galileo
Explores one of the most famous events in the history of science. Examines Galileo’s works on astronomy and physics as well as key documents from his two trials before the Roman Inquisition.
Uses a selection of reactions to the second trial as a way of exploring problems of historical interpretation. Studies the responses of Galileo’s contemporaries, as well as interpretations of the trial through the present day.

Italian Colonialism
HIST-UA 204 Identical to ITAL-UA 164, EURO-UA 161. Seminar. Ben-Ghiat. 4 points.
See description under Italian studies.

History of Rome: The Republic
HIST-UA 205 Identical to CLASS-UA 267. Lecture. 4 points.
See description under classics.

Plague and Public Health in Renaissance Italy
HIST-UA 253 Seminar. Appuhn. 4 points.
In 1348 approximately a third to one half of all Europeans died from a mysterious illness they called the Black Death. For the next 400 years repeated outbreaks of epidemic disease disrupted everyday life, provoking political and economic crises. Both states and individuals sought explanations for the problem of disease and devised new public health institutions and medical theories to prevent its spread. We explore the social, economic, and political consequences of various epidemic and endemic diseases and the efforts to combat them.

World of Medieval Magic
HIST-UA 262 Colloquium. Offered every other year. Bedos-Rezak. 4 points.
Spans the Jewish, Christian, and Muslim Western world and both learned and popular medieval cultures. Topics: beliefs in fairies and miracles; the cults of holy men and women; astrology and fortune-telling; alchemy; folk medicine, including remedies and healing spells; death, burial customs, and vampires; the devil, sorcery, and witchcraft.
Reactions of official authorities, including repression and persecution.
Culture and Communism in Eastern Europe
HIST-UA 263 Identical to RUSSN-UA 263. Seminar. Offered every other year. O’Donnell, Wolff. 4 points.
How the intellectuals of Eastern Europe, as representatives of their national cultures, responded to the crises, challenges, and constraints of communism between 1945 and 1989. Issues include the nature of political dissidence under authoritarian governments. Focuses on writers from Poland, the former Czechoslovakia, and the former Yugoslavia.

Northern Europe in the Age of the Renaissance and Reformation
HIST-UA 264 Lecture. Offered every year. Juette. 4 points.
The three centuries from 1400 to 1700 were marked by massive transformations on a religious, political, and intellectual-artistic level. At the same time—and as a result of these transformations—the period saw wars and bloodshed on an unprecedented scale. The geographic focus is on the Holy Roman Empire (i.e. the German lands and the Low Countries), France, and England. Main topics: The “Northern Renaissance,” the Reformation, and the Wars of Religion.

Monarchy in Europe
HIST-UA 274 Colloquium. Shovlin. 4 points.
Explores the changing character of monarchy between the late middle ages and the present with the aim of better understanding the long-term evolution of European politics and government. Why monarchy persisted as the dominant form of government in Europe for so long will be considered, as will the kinds of ideologies and symbolic practices that sustained it. Topics: how monarchies functioned in practice, the role of coercion in sustaining monarchy, why monarchy ceased to seem a natural form of government, and the nature of post-revolutionary monarchy (i.e. the monarchies that continued to govern most European countries following the revolutions of the eighteenth and nineteenth centuries). Concludes with the character of the monarchies that persist today in many European countries.

War and Cinema: From World War I to Drone Warfare
HIST-UA 276 Seminar. Ben-Ghiat. 4 points.
Film has been integral to shaping public consciousness of military events as they unfold and the public memory of wars after the guns have fallen silent. Viewings of government propaganda, commercial entertainment films, and independent documentaries. Topics: representations of violence and the enemy; the aestheticization of violence and war as spectacle; how changes in military technology have generated new modes of witnessing; the war film as history film. Case studies include the two World Wars, civil wars, colonial conquest and anti-colonial struggle, Vietnam, the Israel-Palestinian conflict, and the Arab Spring.

Worlds of World War I
HIST-UA 277 Lecture. Offered every other year. Ludden, Davies, and Drummond. 4 points.
Brings together faculty in history, cultural studies, and film studies. Taught simultaneously in New York, London, and Abu Dhabi. Emphasizes online interaction and collaborative student work through an interactive webpage and student blogs. Interdisciplinary treatment of interpretive prose, painting, poetry, fiction, films, TV dramas, museums, monuments, and archives of public and private material.

Seminar in History of Medicine
HIST-UA 293 Colloquium. Offered periodically. Oshinsky. 4 points.
Topics vary. Does not satisfy the capstone seminar (HIST-UA 4XX) requirement for majors.

Global Asia
HIST-UA 300 Lecture. Offered every year. Ludden. 4 points.
Explores the interconnected histories of Asian social spaces, from the Mediterranean to the Pacific and from the Silk Road around the Indian Ocean, from ancient times to the present. Traces interconnections among cultures, economics, politics, and technologies moving together along routes of human mobility and forming territorial domains of social experience, from small kingdoms and vast empires to contemporary nations and metropolitan regions.

History of the Byzantine Empire I, 4th-9th Centuries
HIST-UA 304 Lecture. Offered every year. Smyrlis. 4 points.
From the foundation of Constantinople in 330 to the end of the Iconoclastic controversy in 843. Traces the transformation of the Eastern Roman Empire into the medieval Byzantine Empire and examines political, social, economic, and cultural developments. Topics: the spread of Christianity, heresy, the rise of Islam, the collapse of Late Antique urban culture, the transition to the Middle Ages,
and Byzantium as a major power in Europe and the
Near East.

History of the Byzantine Empire II,
10th-15th Centuries
HIST-UA 307 Identical to HEL-UA 283. Lecture.
Offered every year. Smyrlis. 4 points.
Political developments in Byzantium from the
end of the 9th century to the fall of Constantinople
to the Ottomans in 1453. Examines such essential
concepts, institutions, and cultural themes of
Byzantium as imperial ideology, church and
monasticism, family and women, the economy,
and the cultural and artistic revivals of the
middle and late periods.

History and Literatures of the
South Asian Diaspora
HIST-UA 326 Identical to SCA-UA 313. Lecture.
Sandhu. 4 points.
See description under Asian/Pacific/American studies.

Pirates and Buccaneers: Seaborne Terrorism in the
Early Modern World
HIST-UA 369 Identical to EURO-UA 181,
IRISH-UA 182. Colloquium. Offered every year.
Truxes. 4 points.
The emergence of Spain as a political and economic
superpower in the early sixteenth century bred waves
of French, English, and Dutch contraband slave
traders, seaborne raiders, freebooters, and privateers
eager to thwart her attempt at hegemony and
expropriate her wealth. Their success was not
suppressed until the early eighteenth century. The
response of the early modern world to piracy is
embedded in the “Law of Nations” and the “Law of
the Sea,” progenitors of modern international law.

The Ottoman Empire and the World around It
HIST-UA 515 Identical to MEIS-UA 650,
MEDI-UA 651. Lecture. Offered every year. Peirce.
4 points.
See description under Middle Eastern and
Islamic studies.

Zionism and the State of Israel
HIST-UA 516 Identical to HJBRD-UA 180. Lecture.
Engel. 4 points.
See description under Hebrew and Judaic studies.

Problems in Contemporary China
HIST-UA 517 Identical to EAST-UA 517.
Recommended prerequisite: one content course on
4 points.

China in the Republican Period
HIST-UA 524 Lecture. Karl. 4 points.
Introduces the contours of Republican-era China
(1911-1949), including some of the major issues and
historical themes that emerged during the period.
Focus on the problems of cultural production,
urbanization, social division, and war. Engages not
only with the history but, to some extent, with the
academic debates on this history as well. Presumes
some basic knowledge of modern China. Heavy
reading and writing load.

Japan's Empire in Asia, 1895-1945
HIST-UA 525 Identical to EAST-UA 953. Seminar.
Linkhoowa. 4 points.
Japan started out as a victim of imperialism in
the 19th century but became an aggressor in the
20th, ruling over other Asian people. Topics: the
formation of the modern imperialist global system;
colonialism, “colonial modernity,” colonial identities,
and colony-metropole relations; collaboration and
the anti-colonial movements; regional migration;
empire and total war; and decolonization.

The Chinese Cultural Revolution
HIST-UA 526 Identical to EAST-UA 526.
Prerequisite: One non-language course in a relevant
discipline or field at NYU. Lecture. Offered
periodically. Karl. 4 points.
China’s Great Proletarian Cultural Revolution
(GPCR, 1966-1976) was one of the most important
political and cultural events of the twentieth century.
Many studies of the GPCR remain partial, disor-
ganized, and highly polemical, but there has been
an explosion of new work on the topic for students
to explore. Intended for students who have at least
some background in the study of Chinese history,
literature, or culture.

The Emergence of the Modern Middle East
HIST-UA 531 Identical to MEIS-UA 690. Seminar.
Offered every other year. 4 points.
Surveys the main political, social, economic, and
intellectual currents of the 20th century. Emphasis
is on historical background and development of
current problems in the region. Topics include
imperialism, nationalism, religion, Orientalism,
women, class formation, oil, the Arab-Israeli crisis,
and the Iranian revolution.
Palestine, Zionism, Israel
HIST-UA 532 Identical to MEIS-UA 697. Lecture. Lockman. 4 points.
See description under Middle Eastern and Islamic studies.

Modern China
HIST-UA 535 Lecture. Offered periodically. 4 points.
China from the late sixteenth century to the present: the Ming and Qing dynasties (1368-1644, 1636-1911), the so-called Republican period (1912-1949), and the People's Republic under Communist rule (1949-present). Primary and secondary works are supplemented by visual materials and film screenings. Lecture and discussion.

Gender and Radicalism in Modern China
HIST-UA 536 Identical to EAST-UA 536, SCA-UA 827. Colloquium. Offered every year. Karl. 4 points.
The interrelated rise of political, ideological, and cultural radicalisms and gender issues as a major subject and object of transformative social activity in 19th- and 20th-century China. Approaches gender theory and historical analysis through primary and secondary sources as well as through films and other visuals. Emphasis on synthesizing contradictory material. Extensive writing and class discussion.

Mao and the Chinese Revolution
HIST-UA 546 Lecture. Offered every two years. Karl. 4 points.
The revolution made Mao as much as Mao made the revolution. We investigate Mao’s thought and theories, as well as his revolutionary practice, not as biographical artifacts but as products of and contributors to the revolutionary situation in China and the world in the 20th century. We end with Mao’s afterlives. This is a reading- and writing-intensive course.

Seminar: Topics in Middle Eastern History
HIST-UA 550 Identical to MEIS-UA 688. Seminar. 4 points.
See description under Middle Eastern and Islamic studies.

Topics in Chinese History
HIST-UA 551 Identical to EAST-UA 551. Seminar. Offered every year. Karl, Waley-Cohen, Young. 4 points.
Specific topics vary and may include Women and Gender in Chinese History; Rebellion and Revolution in China, 1683-1864; The Manchus in China; Urban China; American Wars in Asia; China in Revolution, 1949-Present; China After Mao; Maoism and China.

History of Water
HIST-UA 594 Colloquium. Ortolano. 4 points.
While global citizens have long been concerned about conserving and rationing our use of fossil fuels, the same cannot be said for an even more precious resource: water. Only in the last few years have government agencies, NGOs, and the market begun to tackle the problem of dwindling water resources. The United Nations estimates that by 2030 as many as 4 billion people will not have access to enough water for their basic needs. How did we get here, and what can be done now?

Environmental History of New York City
HIST-UA 596 Colloquium. Offered every other year. Needham. 4 points.
Investigates topics from the seventeenth century to the present. From the city's origins as a harbor city at the intersection of the Hudson River and the Atlantic, to the Manhattan bedrock that anchors modern skyscrapers, natural geography has determined urban possibility, while infrastructure that has become “second nature” brings water and electricity to the city and carries its waste to distant landfills.

American Colonial History
HIST-UA 601 Lecture. Offered every other year. Eustace, Goetz. 4 points.
Examines European expansion in the early modern period and the creation of an interconnected Atlantic world, with particular emphasis on North America and the Caribbean. Attention to the roles of Europeans, American natives, and Africans in forming systems of trade and patterns of settlement, as well as the evolution of slavery and the development of new political structures, changing religious beliefs, and evolving family relationships in America.

The Cold War in Europe and America
HIST-UA 622 Lecture. Nolan. 4 points.
The Cold War as global conflict. 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.

American Colonial History to 1865
Survey emphasizing living conditions, attitudes and theories about race, culture, and the emergence of African American identities. Topics: African ways of life, initial contact between Africans and Europeans, the Atlantic slave trade, slavery and indentured
servitude in colonial North America, restrictions on black mobility in a slave society, the domestic slave trade, abolitionism, slave resistance, free blacks, gender, and the impact of slavery on national politics during the antebellum period.

African American History since 1865
HIST-UA 648 Identical to SCA-UA 796. Lecture. Offered every year. Mitchell, Sammons. 4 points. Survey emphasizing freedom and equality, migratory movements, immigration, cultural contributions, military participation, politics, gender dynamics, and contemporary conditions. Topics: Reconstruction, discrimination and racialized violence, black thought and protest, institution building, racial segregation, World War I, the Harlem Renaissance, communism, World War II, civil rights, black power, nationalism, and crises surrounding busing and affirmative action.

“Culture Wars” in America: Past, Present, and Future
HIST-UA 651 Identical to HSED-UE 1033. Lecture. Offered every year. Fraser, Zimmerman. 4 points. Examines the origins, development, and meanings of so-called cultural conflict in the United States. Why do cultural issues divide Americans? How have these issues changed over time? And how can Americans find common ground amid their stark cultural differences? Special topics include abortion, same-sex marriage, drug control, and school prayer.

Black Women in America
HIST-UA 661 Lecture. Offered every year. Mitchell. 4 points. Explores varieties of African American women’s experiences (including class, ethnicity, sexuality, region, and generation). Goes beyond the black/white binary by considering black women’s relationships to both intraracial and broader communities. Also assesses how gender, race, and class have influenced black women’s work, activism, political involvement, and creative output in the United States.

Empire and Globalization
HIST-UA 662 Lecture. Offered every year. Ludden. 4 points. Considers empire as a feature of globalization in the long term and in the present. First, we establish a critical perspective on modern world history. Next, we explore British imperialism. Finally, we analyze the problem of imperialism in a world covered with legally sovereign nation-states. Throughout, historical capitalism provides a concept that connects empire and globalization.

Slavery, Race, and Radicalism
HIST-UA 663 Lecture. Morgan, Singh. 4 points. Explores the histories of black radical political engagement via an engagement with the histories and afterlives of slavery and examines the connection between lived experience and politics based on historically rooted claim-making. Key questions: what constitutes black radical politics? Do slavery and anti-slavery constitute the originary site of black radical politics? What is the relationship between African, African American, and Black Atlantic notions of political critique, identity, and engagement? What is the relationship between slavery and race-making?

War Films and American History
HIST-UA 665 Colloquium. Offered every other year. Sammons. 4 points. How visual representations of war in various media and genres have influenced, challenged, and, in some ways, transformed national identity and citizenship in the United States. Films convey the social values and the mores of the period in which they are produced and address attitudes toward the morality of fighting, the justness of war, the definition of heroism, and the responsibility of the individual to exhibit ethical behavior.

Race and Reproduction
HIST-UA 681 Identical to SCA-UA 158. Lecture. Offered periodically. Morgan. 4 points. See description under social and cultural analysis.

Left and Right in American History
HIST-UA 688 Seminar. Gordon. 4 points. Case studies are drawn from the 20th century and include: the Communist Party and Nazi/fascist sympathizers (1930s); civil rights, black power, and massive white resistance (1950s-1960s); second-wave feminism and the religious right (1970s); and the Tea Party, right-wing nationalism, and the election of 2016.

American Jewish History
HIST-UA 689 Identical to HBRJD-UA 172. Lecture. Offered every other year. Diner. 4 points. Study of the major events and personalities in American Jewish history since colonial times: the waves of Jewish immigration and development of the American Jewish community.

Sport and Film in American History
HIST-UA 698 Colloquium. Offered every year. Sammons. 4 points.
Investigates how a visual medium (film), subject to the conventions of drama and fiction, and a popular activity/institution (sport), often associated with frivolity, violence, and puerility, might be used as serious vehicles for conceptualizing and analyzing the past.

**Cold War in Asia**
HIST-UA 709 Identical to EAST-UA 552. Seminar. Offered every fall. 4 points.
How U.S. global interests and concerns sought to shape Asian realities (and were shaped in turn by them). Topics: the occupation of Japan; the U.S. and the Chinese revolution; the Korean War and the isolation of China; the Vietnam War and the Kennedy/Johnson years; Nixon's global geopolitical vision and Asian policies; Carter and human rights diplomacy; Reagan and the intensified Cold War; George H. W. Bush and Asia's place in “a New World Order”; and finally, the Clinton and George W. Bush years.

**Vietnam: The War and its History**
See description under East Asian studies.

**History of Colonial Latin America**
HIST-UA 743 Lecture. Offered every other year. Thomson. 4 points.
Follows the unfolding and demise of a new social order under European rule, over a period from the 16th-century conquest through the early 19th-century wars of independence. Specific topics include Inca and Aztec worlds; Indian-European confrontations; the Catholic Church and popular religiosity; patriarchy and honor codes; racial dynamics and slavery; the development of capitalism; anticolonial struggles; imperial rivalry; reform; decline; and colonial legacies.

**Contemporary Latin America**
HIST-UA 745 Lecture. Offered every year. Ferrer, Grandin, Weinstein. 4 points.
A comparative survey of Latin American social, economic, cultural, and political history from 1800 to the present.

**Seminar in History of Science**
HIST-UA 750 Colloquium. Offered periodically. 4 points.
Topics vary. Does not satisfy the capstone seminar (HIST-UA 4XX) requirement for majors.

**Cuba: History and Revolution**
HIST-UA 755 Lecture. 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. Topics: nationalism and imperialism, race and slavery, the Cold War, and socialist revolution.

**Seminar in Eastern European History**
HIST-UA 799 Seminar. Offered periodically. 4 points.
Topics vary. Does not satisfy the capstone seminar (HIST-UA 4XX) requirement for majors.

**The Holocaust: The Third Reich**
HIST-UA 808 Identical to HBRJD-UA 685. Lecture. Offered every year. 4 points.
See description under Hebrew and Judaic studies.

**Race, Civil War, and Reconstruction**
HIST-UA 814 Lecture. Hodes. 4 points.
Proceeds from two premises: first, that race and slavery were central to the causes and consequences of the Civil War; and second, that the war and its legacies remain central to modern U.S. history. We follow multiple threads and trajectories, illuminating the experiences of northerners and southerners; African Americans, whites, and Native Americans; soldiers and civilians; men and women; rich, middling, and poor. We also reflect critically upon the ways in which the Civil War has been remembered and represented in popular culture.

**Nationalism and Global History**
HIST-UA 816 Seminar. Goswami. 4 points.
Explores the emergence and circulation of ideas of nationhood and national belonging in diverse yet interlinked regions, including present day Latin America and the Caribbean, South Asia and South-East Asia, and Europe. Central questions: What was the relation between empire and nation? Did nationalist movements alter the meaning and significance of collective identities based on religion, gender, or class? How were concepts of nation, territory, and economy placed together in different nationalist movements? Do contemporary processes of global economic change signal the fading of nationalisms and nation-states?
Urban Modernism in Twentieth-Century Cities  
HIST-UA 828 Lecture. Offered every third year. Ortolano. 4 points.
Examines the history of urban modernism in a range of national contexts during the 20th century and the ambitions behind developments that are now often controversial. The cities examined include Brasilia, Chandigarh, Los Angeles, Marseilles, and New York, and the theorists considered include Ebenezer Howard, Corbusier, Reyner Banham, Jane Jacobs, David Harvey, and Mike Davis.

Seminar in History of New York  
HIST-UA 830 Colloquium. Offered periodically. 4 points.
Topics vary. Does not satisfy the capstone seminar (HIST-UA 4XX) requirement for majors.

The Workshop Requirement  
In the workshop (HIST-UA 9XX), students learn about the methods and practice of history in a seminar setting.

Topics in History  
HIST-UA 910 Workshop. 4 points.  
Topics vary.

Topics in History  
HIST-UA 911 Workshop. 4 points.  
Topics vary.

Topics in History  
HIST-UA 912 Workshop. 4 points.  
Topics vary.

Topics in History  
HIST-UA 913 Workshop. 4 points.  
Topics vary.

The Capstone Seminar  
The capstone seminar (HIST-UA 4XX) is the culminating intellectual experience of the history major. Having taken the relevant lecture courses to provide historical background and context, the seminar student undertakes the research and writing of an original paper. These are small classes in which students present their own work and discuss the work of others. The workshop requirement (HIST-UA 900-999) is a prerequisite for all history capstone seminars. Any additional prerequisites are noted in the course descriptions below.

Topics in History  
HIST-UA 401 Fulfills capstone requirement. Seminar. Offered every year. 4 points.  
Topics vary.

Topics in Environmental History  
HIST-UA 403 Fulfills capstone requirement. Seminar. Offered periodically. 4 points.  
Topics vary.

Topics in History  
HIST-UA 413 Fulfills capstone requirement. Seminar. Goswami. 4 points.
Queries the origins of the phenomenon, its regional variants, and the methodological challenges of studying an ongoing phenomenon as a complex historical process. Considers the main scholarly interpretations, such as the multi-causal historical explanation of neoliberalism (linking its emergence to transformations in the order of global capitalism) or instead viewing it as a new political rationality that is manifest in techniques of governance.

Sex, Lies, and Depositions  
HIST-UA 422 Fulfills capstone requirement. Seminar. Goetz, Geroulanos. 4 points.
The surviving 17th and early 18th century court records of Accomack County, Northampton County, and York County, Virginia are by far the best source for hearing the echoes of the voices of ordinary Virginians; nowhere else can historians find the words and experiences of planters (both wealthy and poor), indentured servants, African slaves, free blacks, and women (both married and unwed). Crime, scandal, and everyday litigation.

Topics in History  
HIST-UA 441 Fulfills capstone requirement. Seminar. Sartori. 4 points.

Topics in History  
HIST-UA 443 Fulfills capstone requirement. Seminar. Offered every year. 4 points.  
Topics vary.

Political Economy and Empire  
HIST-UA 445 Fulfills capstone requirement. Seminar. Sartori. 4 points.
In the seventeenth century, English, Dutch, and French empires took their place beside the Spanish
and Portuguese imperial polities established in the sixteenth century. These empires would expand to embrace much of the globe by 1900. This background of empire building was a key context within which a new form of knowledge—political economy—emerged in Europe. In one sense the early modern antecedent of today’s economics, sociology, and international relations, political economy emerged to guide policy makers through the challenges of sustaining state power and successfully managing imperial economies.

**Britain since World War II**
HIST-UA 451 Fulfills capstone requirement. Seminar. Ortolano. 4 points.
Britain has faced many of the challenges typical of Western societies, as well as more particular obstacles resulting from its status as a recent imperial power. Topics: the creation of the welfare state, the end of the British Empire, immigration and racial conflict, 1960s second-wave feminism, labor unrest and the decline of heavy industry, neo-liberal economics, and Tony Blair’s New Labour.

**Topics in History**
HIST-UA 471 Fulfills capstone requirement. Seminar. Offered every year. 4 points.
Topics vary.

**Topics in Modern Middle East History**
HIST-UA 472 Identical to MEIS-UA 688. Fulfills capstone requirement. Seminar. 4 points.
Topics vary.

**Honors Program**

**Honors Seminar**
HIST-UA 994 Prerequisite: permission of the director of undergraduate studies. Seminar. Offered in the fall. 4 points.
Students define and research their senior honors thesis topic. Satisfies the capstone seminar requirement for the major.

**Honors Thesis/Tutorial**
HIST-UA 996 Prerequisite: permission of the director of undergraduate studies. Seminar. Offered in the spring. 4 points.
Students work one-on-one with their faculty director to complete and defend their senior thesis. A grade of at least A-minus on the thesis is required to receive honors in history.

**Internship and Independent Study**

**Internship**
HIST-UA 980, 981 Prerequisite: permission of the director of undergraduate studies. Offered every term. 2 or 4 points.
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.

**Independent Study**
HIST-UA 997, 998 Prerequisites: permission of the instructor and the director of undergraduate studies. Students may not take more than one independent study course per term. No more than two may count toward the major. Instructors are limited to two independent study students per term. Offered every term. 2 or 4 points.

**Graduate Courses Open to Undergraduates**
Certain courses in the Graduate School of Arts and Science are open to qualified undergraduates each semester, who are encouraged to enroll in those that fit the needs of their program. Permission of the instructor of the course and of the director of undergraduate studies is required.
International relations (IR) is an honors major offered through the Wilf Family Department of Politics that seeks to provide students with an understanding of the global system’s past, the tools to function effectively in the present, and the ability to respond to future developments. The program recognizes the changing nature of the contemporary political and economic environment and seeks to lay an interdisciplinary basis for understanding these changes. It provides students with an opportunity to study the complex web of transnational politics in an in-depth, interdisciplinary fashion. The breadth of courses is designed to match the breadth of knowledge and skills that the field requires. Fluency in a foreign language and a semester of study away are required of all majors to help ensure that they acquire a deeper understanding of a country’s culture and institutions. In their junior or senior year, majors are also encouraged, though not required, to take advantage of the many internship opportunities that are available in New York City to students of international relations.
MAJOR IN INTERNATIONAL RELATIONS

Major: General Information
As this is an honors major, students must maintain both a major and overall GPA of 3.65 or better and complete an honors thesis in their senior year.

All majors must complete a total of fourteen 4-point courses (56 points). They complete four core courses, four courses in the international relations environment, and two courses in a regional specialization. Students must also demonstrate proficiency in a foreign language (two courses past the intermediate level) and complete a full semester (not a summer session) in a study away program. Finally, students must complete the two-course senior honors sequence.

Core Courses for the Major
All international relations majors must take the following four courses:

- Introduction to Macroeconomics (ECON-UA 1), or equivalent advanced standing credit (for students entering CAS in or after fall 2016)
- Introduction to Microeconomics (ECON-UA 2), or equivalent advanced standing credit (for students entering CAS in or after fall 2016)
- International Politics (POL-UA 700); advanced standing credits are not accepted
- Either Quantitative Methods in Political Science (POL-UA 800) or Introduction to Research Methods for Politics (POL-UA 850); advanced standing credits are not accepted

International Relations Environment Requirement
Majors must complete four courses under this heading. See under course offerings.

Regional Specialization Requirement
Majors must complete two courses focusing on a particular world region in a variety of disciplines, including economics, history, politics, sociology, and area studies. These courses are normally taken during the term away. Whether taken at Washington Square or away, both courses must be approved in advance by the program director or the undergraduate advisor for IR. We do not accept courses in art, art history, film, etc. for this requirement.

Foreign Language Requirement
Students satisfy this requirement by completing two courses beyond the intermediate level. It is recommended but not required that the language be related to the regional specialization and/or the study away site. If a student considers himself or herself fluent in a foreign language, he or she can 1) complete the requirement with a third language or 2) take two advanced courses (literature or advanced translation) in the foreign language of the student's fluency. In either case, the student must take two courses past the intermediate level; we do not waive this requirement for the IR major.

Senior Honors Requirement
The IR major is an honors track with emphasis on quantitative methods and techniques. All majors must complete the requirements for departmental honors by taking the two semester Senior Seminar sequence (INTRL-UA 990, 991) and researching and writing a thesis.

Study Away Requirement
All majors in IR must spend a semester (not a summer session) at an NYU global academic center or at one of the universities with which NYU has an exchange agreement. Permission to study at any other site must be petitioned in advance in the Office of the Associate Dean for Students (Silver Center 909, 212-998-8140), after approval by the IR program. Students may study abroad for an entire year, so long as they can complete the necessary requirements for the major and consult beforehand with the undergraduate advisor for IR. Due to the yearlong senior honors sequence, IR majors cannot study away in their senior year.
MAJOR IN INTERNATIONAL RELATIONS

COURSES

Core Courses
To be eligible to apply to this major, students are first required to complete International Politics (POL-UA 700). They must also complete either Introduction to Macroeconomics (ECON-UA 1) or Introduction to Microeconomics (ECON-UA 2) prior to application, unless they entered CAS in or after fall 2016; in that case, they may substitute AP or other advanced standing credit in economics.

Majors must complete four core courses, comprising ECON-UA 1, ECON-UA 2, POL-UA 700, and either POL-UA 800 or 850; students who enter CAS in and after fall 2016 may substitute advanced standing credit for the two economics requirements. However, advanced standing credit is not accepted for the International Politics course or the statistics requirement. For course descriptions and prerequisites, see the economics and politics sections of this Bulletin.

Introduction to Macroeconomics
ECON-UA 1 Liberal Studies students may substitute ECI-UF 1001. Offered every semester. 4 points.

Introduction to Microeconomics
ECON-UA 2 Liberal Studies students may substitute ECI-UF 1002. Offered every semester. 4 points.

International Politics
POL-UA 700 Offered every semester. 4 points.

Quantitative Methods in Political Science
POL-UA 800 Offered periodically. 4 points.

Introduction to Research Methods for Politics
POL-UA 850 Offered every year. 4 points.

The International Relations Environment
Majors must complete four IR environment courses from the approved list of courses below. Please note that courses may be added or deleted from semester to semester. For the most up-to-date list of courses, please consult the IR website. For course descriptions and prerequisites, see under the appropriate academic departments in this Bulletin.

ECONOMICS

International Economics
ECON-UA 238 Offered every year. 4 points.

Economic Development
ECON-UA 323 Offered every year. 4 points.

POLITICS

Immigration and Politics in Western Europe
POL-UA 511 4 points.

U.S. Foreign Policy
POL-UA 710 Offered every year. 4 points.

National Security
POL-UA 712 Offered every year. 4 points.

American Primacy
POL-UA 715 Offered every year. 4 points.

International Law
POL-UA 740 Offered in the spring. 4 points.

War, Peace, and World Order
POL-UA 741 Offered every year. 4 points.

International Politics of the Middle East
POL-UA 760 Offered every other year. 4 points.

International Relations of Asia
POL-UA 770 Offered every other year. 4 points.

International Political Economy
POL-UA 775 Offered every year. 4 points.

Undergraduate Field Seminar: American Empire
POL-UA 796 Offered every year. 4 points.

Games, Strategy, and Politics
POL-UA 844 Offered in the fall. 4 points.

Senior Honors Sequence

Senior Seminars
INTRL-UA 990, 991 Offered in fall and spring respectively. 4 points per term.

The international relations major’s two-semester capstone experience. In the fall term, students learn how to develop explanations for international phenomena and derive testable hypotheses, and then how to develop research designs capable of testing these hypotheses. The senior honors thesis is written in the spring term.
Minor

Four 4-point courses (16 points) completed with a grade of C or better (Pass/Fail does not count). Courses must be chosen from at least two disciplines; one course in the Irish language may count toward the minor. Independent study courses are also available. Graduate courses require the permission of the DGS. Students declare the minor by turning in the declaration form to the director of undergraduate studies. Note that the minor must consist exclusively of content courses (i.e., must not contain a course in Irish language) in order to satisfy the Expressive Culture component of the College Core Curriculum.

Arts and Science Summer in Dublin

NYU in Dublin offers students the opportunity to live and study in a capital city that combines the modernity of a thriving European city with a rich heritage spanning more than a millennium. The program and student housing are centered at Trinity College, Ireland’s oldest university. This program is an intensive study of modern Irish society and culture with particular emphasis on history, literature, creative writing, and the Irish language. Students examine the experiences and problems that have played a pivotal role in the 20th century and beyond, including the contemporary cultural renaissance, the Celtic Tiger economy, and the revival of the native language. A series of field trips, including weekend excursions to the west of Ireland, complement the academic course of study.
MINOR IN IRISH STUDIES

B.A./M.A. Program

NYU undergraduates with a 3.5 GPA may apply, in their junior year, to be accepted as B.A./M.A. candidates in the Irish and Irish-American studies M.A. program. This allows students to complete both a B.A. in an undergraduate major in the College of Arts and Science and the M.A. degree in five years. A tuition discount may apply. If accepted, B.A./M.A. candidates will take a graduate course, Irish Studies Seminar I, in the fall semester of their senior year. Application to the M.A. is made via the College of Arts and Science Advising Center, Silver Center 905; 212-998-8130. Students with questions about the B.A./M.A. degree in Irish studies should contact ireland.house@nyu.edu.

COURSES

Basic Language Courses in Irish

Elementary Irish I
IRISH-UA 100 Identical to EURO-UA 100. Open to students with no previous training in Irish. Mhic Suibhne, Ó Cearraíll. 4 points.
The rudiments of Irish (sometimes referred to as Gaelic) as it is spoken in the Irish-speaking regions of Ireland (known as the Gaeltacht), including phonemes and pronunciation, syntactical structure, and verbal conjugations. Introduction to history of the language and to Irish culture, including discussions of family and place names. Students begin speaking with basic sentence structures.

Elementary Irish II
IRISH-UA 101 Identical to EURO-UA 101. Prerequisite: Elementary Irish I (IRISH-UA 100/EURO-UA 100), assignment by placement examination, or permission of the department. Mhic Suibhne, Ó Cearraíll. 4 points.
Expands the study of Irish 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. Song is utilized to promote fluency in spoken Irish.

Intermediate Irish I
IRISH-UA 102 Identical to EURO-UA 102. Prerequisite: Elementary Irish II (IRISH-UA 101/EURO-UA 101), assignment by placement examination, or permission of the department. Mhic Suibhne, Ó Cearraíll. 4 points.
Focuses on improving conversational fluency and on expanding vocabulary through reading more complex literature in Irish, as well as on increasing proficiency in writing.

Intermediate Irish II
IRISH-UA 103 Identical to EURO-UA 103. Prerequisite: Intermediate Irish I (IRISH-UA 102/EURO-UA 102), assignment by placement examination, or permission of the department. Mhic Suibhne, Ó Cearraíll. 4 points.
Focuses on conversational fluency, reading complex literature in Irish, and writing in the Irish language. Fulfills the College Core Curriculum language requirement. M.A. level courses in Irish are open by application to advanced undergraduate students.

Content Courses in Irish Studies

Introduction to Celtic Music
IRISH-UA 152 Identical to MUSIC-UA 182. Lecture. Maloney. 4 points.
Traditional and contemporary music of Ireland, Scotland, Wales, Brittany, and Galicia. Range of singing styles and the musical instruments employed in each culture, including harps, bagpipes, and a variety of other wind, free reed, keyboard, and stringed instruments. Forms and musical styles are explored in depth, along with a study of their origin, evolution, and cultural links.

Global Diaspora: The Irish Case
IRISH-UA 170 Lecture. McCarron, Nyhan Grey. 4 points.
Particular attention to the movements of Irish on the European continent and in Britain; the United States, Canada, and the Caribbean; Australia and New Zealand; and South America. The consequences of emigration for Ireland and for the receiving nations, as well as Ireland’s transformation in the late 20th century from emigrant nursery to emigrant destination. Consideration of some of the most prominent Irish diasporic communities.
The Irish Abroad in the Early Modern World
IRISH-UA 171 Identical to HIST-UA 171. Lecture. Truxes. 4 points.
Explores the roots of the global Irish presence from the well-established communities of Irish expatriates on the European continent in the early 17th century to the Irish mariners, merchants, settlers, and servants who took part in the formation of the Atlantic World over the next two hundred years. Important chapters in this story involve the American and French Revolutions.

Transatlantic Connections: Ireland and America since 1920
IRISH-UA 172 Identical to HIST-UA 172. Seminar. Casey. 4 points.
Examines the history of Ireland (including Northern Ireland), the United States, and Irish America as they intersected or diverged over the course of the 20th century. Focuses particularly on diplomacy, economics, education, immigration, nationalism, tourism, culture, philanthropy, and the circulatory movement of capital that emerged as major arenas for interaction. Also interrogates an emerging historiography.

The Irish and New York
Considers the symbiotic relationship between a developing metropolis and an immigrant people since the 18th century, with a special concentration on significant mid-19th century political, social and cultural changes when New York City was dramatically altered by the Irish. Explores how certain themes and events are used to define and mythologize the urban and ethnic, and the factors beyond race and language which help to define and preserve ethnic group identity over time.

Topics in Irish History
IRISH-UA 181 Identical to HIST-UA 181. Lecture. 4 points.
Topics vary by semester and have included interpreting the Easter 1916 Rising, comparative racial and ethnic experiences, seaborne terrorism in the early modern world, and film and history.

History of Modern Ireland I, 1485–1800
IRISH-UA 182 Identical to HIST-UA 182, EURO-UA 182. Lecture. Truxes. 4 points.
Form the Tudor Age and the English conquest of Ireland to the last meeting of the Irish Parliament. Themes: plantation of Ireland with settlers from England, Scotland, and Wales; decline of the Gaelic political order and culture; religious Reformation and Counter-Reformation; Ireland as a site of English and European wars; and the vain attempt to rebel against British rule in the late 18th century, resulting in the Act of Union.

History of Modern Ireland II, 1800 to the Present
IRISH-UA 183 Identical to HIST-UA 183. Lecture. McCarron, Nyhan Grey. 4 points.
Particular attention to the complex geopolitical relationship between Ireland and Britain. Examines the place of historical memory in fashioning inherited identities shaped by famine, nationalism, and unionism; the two state-building projects that emerged on the island in the aftermath of revolution, a bitter civil war, and partition; and the Irish experience in the context of world history.

The Irish in America
The Irish experience in America over the past four centuries is complicated by multiple generations, diversity of class, continuing immigration, and rapid changes in both the homeland and the receiving country. Considers factors affecting emigration from Ireland; examines Irish impact on the development of the United States, particularly its cities; studies the changing Irish image in popular culture; and considers what the Irish can teach us about the evolution of ethnic identity.

Cinematic Representations of Irish Americans
IRISH-UA 204 Seminar. Casey. 4 points.
Students learn how to read American cinema as documentary evidence of the visual construction of “Irish” since the late 19th century. The skills acquired translate into a heightened awareness of the relationship between ethnicity and all forms of media in contemporary American popular culture.

Myths and Cultures of the Ancient Celts
IRISH-UA 307 Lecture. 4 points.
Focuses on the exchange of ideas inside and outside the Celtic world between the 7th and 13th centuries. Draws on Anglo-Saxon, Norse, and Celtic literature and history.

Medieval Ireland
IRISH-UA 308 Lecture. 4 points.
Using hagiographical writing and other early texts in Irish and Latin, explores the intersection of pagan and Christian worlds in this medieval society and culture.
Pirates and Buccaneers: Seaborne Terrorism in the Early Modern World
IRISH-UA 360 Identical to HIST-UA 369, EURO-UA 181. Lecture. Truxes. 4 points.
Spain's political and economic power in the early sixteenth century bred waves of French, English, Irish, and Dutch contraband slave traders, seaborne raiders, freebooters, and privateers eager to thwart her hegemony and expropriate her wealth. Their success was not suppressed until the early eighteenth century. The response of the early modern world to piracy is embedded in the "Law of Nations" and the "Law of the Sea," progenitors of modern international law.

Ireland in the Age of Revolution, 1750-1803
IRISH-UA 515 Identical to HIST-UA 515. Lecture. Truxes. 4 points.
Eighteenth century Ireland, especially its Catholic majority, was subject to a repressive penal code. Republican rhetoric imported from America and France between 1760 and 1790 challenged British economic and political dominance. Focuses on the constitutional and revolutionary responses that culminated in the Act of Union in 1800. Explores how the legacy of Emmet’s abortive rising in 1803 colored Ireland’s political agenda for more than a century.

The Irish Renaissance
IRISH-UA 621 Identical to ENGL-UA 621. Lecture. Waters. 4 points.
Covers the tumultuous period from the fall of Charles Stuart Parnell, through the Easter Rising in 1916, and the early years of the Irish Free State into the 1930s. Readings in various genres (poetry, short stories, novels, drama) include writers like Oscar Wilde, Lady Gregory, Sean O’Casey, and Flann O’Brien.

Irish American Literature
IRISH-UA 622 Identical to ENGL-UA 622. Lecture. 4 points.
From the 19th century to the present, considers the literary responses of generations of Irish immigrants to the American experience. The works of writers such as Alice McDermott, Eugene O’Neill, Frank O’Connor, and William Kennedy are explored, as are the connections between ethnic and literary cultures.

Colloquium: Joyce
IRISH-UA 625 Identical to ENGL-UA 625. Seminar. Sullivan, Waters. 4 points.
Study of James Joyce’s major works. Readings span the entire oeuvre, from Dubliners to Finnegans Wake, with a detailed reading of Ulysses.

Art and Society in 20th Century Ireland
IRISH-UA 650 Lecture. Sullivan. 4 points.
Explores the concurrent and overlapping literary and visual arts movements in Ireland from 1900 through the mid-century. Examines how writers (Synge, W.B. Yeats, Joyce, Bowen, Beckett) helped shape a national culture through the Irish literary revival, and tests whether artists identified with the Irish Arts and Crafts Movement (Clarke, Jellett, Jack Yeats, Keating, le Brocquy) shared aesthetic interests and goals in their attempt to establish an Irish identity for the newly independent nation.

Irish Dramatists
IRISH-UA 700 Identical to ENGL-UA 700. Lecture. Sullivan, Waters. 4 points.
A study of the rich dramatic tradition of Ireland since the days of Yeats, Lady Gregory, and the fledgling Abbey Theatre. Playwrights include Behan, Friel, Murphy, McGuinness, and Devlin. Issues of Irish identity, history, and postcoloniality are engaged alongside an appreciation of the poetic achievements and theatrical innovations that characterize this body of work.

Topics in Irish Literature
IRISH-UA 761 Identical to ENGL-UA 761. Lecture. 4 points.
Topics vary by semester and have included women writers, wartime and spy literature, contemporary poetry, and film and literature.

Topics in Irish Literary, Visual, and Performing Arts
IRISH-UA 902 Butler. 4 points.
A dynamic shift in the global perception of Irish dance challenges notions of authenticity, tradition, and modernity. Develops a basic knowledge of the history and lexicon of Irish dance as a point of departure for broader theoretical considerations.

Independent Study
IRISH-UA 998 Prerequisite: permission of the director of undergraduate studies. 2 or 4 points.
Independent study with an Irish studies faculty member.
New York University’s Department of Italian Studies is the largest freestanding Italian department in the country. It is housed in the historic Casa Italiana Zerilli-Marimò, the center for Italian cultural and social activities at NYU and in lower Manhattan. The faculty has tremendous breadth in all areas of Italian literature, language, and culture. Students in the Italian studies program can take courses on such topics as women writers, literature and cinema, science and the arts, Dante and medieval culture, translation, Italian American studies, and immigration. Many students choose to write senior honor theses and benefit enormously from one-on-one work with our faculty as well as from an end-of-the-year research symposium. Classes are conducted in both Italian and English.

Majors and minors are encouraged to spend at least one semester at Villa La Pietra at NYU Florence to enrich their study of Italian language, literature, and culture. They are also able to study in New York with eminent visiting professors from Italy.

Graduates of the Italian Studies program are well-prepared to overcome the barriers of monolingualism that frequently inhibit participation in an increasingly multicultural society. An Italian studies major or minor is also excellent preparation for a variety of careers, including international business, journalism, fashion, teaching, the culinary arts, and the entertainment field. Alumni have pursued Italian studies in graduate schools around the world, and have gone on to both law and medical school.

**Major in Italian Studies**

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

- Advanced Review of Modern Italian (ITAL-UA 30)
- One conversation course: Conversations in Italian (ITAL-UA 101); Italian through Cinema (ITAL-UA 107); or Italian through Opera (ITAL-UA 108)
- One composition course: Creative Writing in Italian (ITAL-UA 103); Advanced Composition (ITAL-UA 105); or Translation (ITAL-UA 110)
- At least one literature survey course: either Readings in Medieval and Renaissance Literature (ITAL-UA 115) or Readings in Modern Italian Literature (ITAL-UA 116). Note: majors are advised to take both.
- Five courses drawn from advanced literature and culture and society offerings in the department. At least one of these courses must focus on the medieval/early modern period and one on the modern/contemporary period.
Capstone Project Option for Non-Honors Majors

Majors in the department who do not choose or qualify to write a senior honors thesis (see below) may pursue this option, which is not a requirement for the major. Developed in conjunction with a faculty member in the junior or senior year, the capstone consists of a research paper or research project, as well as a final oral defense/discussion of the project in Italian. The capstone does not require a separate course or independent study, but rather is developed within a class in which the student is already enrolled. The project is completed in addition to the existing course requirements (whether a final paper written in the Italian language, extra pages added to a research paper, a creative project such as a film or film script, etc.). The department's spring undergraduate conference offers an ideal venue for the presentation of outstanding capstone projects.

Policies Applying to the Major

All courses for the major must be completed with a grade of C or better and cannot be taken on a pass/fail basis. No more than two courses from CORE-UA and/or FYSEM-UA can count toward the major in Italian. They must be taught by Italian studies faculty members. Internships do not count toward the Italian major. The prerequisite for literature survey, conversation, composition, and any advanced literature or culture and society courses conducted in Italian is Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Transfer students must complete at least five courses (20 points) of the nine courses (36 points) required for the Italian major while in residence at New York University. Majors in Italian studies are strongly encouraged to study for at least one semester at NYU Florence, with necessary exceptions made for curricular, medical, familial, or athletic conflicts.

Major in Italian and Linguistics

This joint major requires a total of nine 4-point courses (36 points) completed with a grade of C or better. The Italian part of this major is satisfied by taking four 4-point courses (16 points) as follows:

- Advanced Review of Modern Italian (ITAL-UA 30)
- One advanced Italian language course (ITAL-UA 101, ITAL-UA 103, ITAL-UA 105, ITAL-UA 107, ITAL-UA 108, or ITAL-UA 110)
- Two advanced courses in either Italian literature or culture and society, to be determined in consultation with the director of undergraduate studies.

The linguistics part of this major is satisfied by taking the following five 4-point courses (20 points):

- Either Language (LING-UA 1) or Language and Mind (LING-UA 3)
- Sound and Language (LING-UA 11)
- Grammatical Analysis (LING-UA 13)
- A total of two additional courses from two different fields of linguistics, chosen from the following:
  - Historical linguistics (LING-UA 14)
  - Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38, LING-UA 57)
  - Phonology (LING-UA 12)
  - Semantics (LING-UA 4)
  - Computational linguistics (LING-UA 6, LING-UA 7)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54, LING-UA 59)
  - Structure of a modern language (LING-UA 10, LING-UA 42, LING-UA 44, LING-UA 9032)

Major in Romance Languages

See the Romance languages section of this Bulletin for details and requirements. The major comprises nine 4-point courses (36 points), with five courses taken in the primary language and four in the secondary. For declaration of and advisement in the major, students must visit the departments of both languages they intend to study and indicate to each which language is primary and which is secondary.
Minor in Italian Studies

The minor in Italian studies consists of four courses (16 points) above Intermediate Italian II (ITAL-UA 12) or Intensive Intermediate (ITAL-UA 20), as follows:

- Advanced Review of Modern Italian (ITAL-UA 30)
- One advanced language course (ITAL-UA 101, ITAL-UA 103, ITAL-UA 105, ITAL-UA 107, ITAL-UA 108, or ITAL-UA 110)
- Two courses in literature and/or culture and society, to be chosen in consultation with a departmental adviser.

All courses must be completed with a C or better and may not be taken pass/fail. Transfer students must complete at least two of the four courses at NYU. Internships do not count toward the minor.

No more than one course from CORE-UA or FYSEM-UA can count toward the minor in Italian Studies.

Honors Program in Italian Studies

To qualify for honors in the Italian studies major, a student must maintain an overall GPA of 3.65 and a major GPA of 3.65 or higher. Students who wish to pursue honors should contact the director of undergraduate studies or a departmental adviser for an application during their junior year.

Honors majors complete an 8-point sequence consisting of the Senior Honors Seminar (ITAL-UA 999), taken in the fall of senior year, and the Honors Independent Study (ITAL-UA 990), taken in the spring of senior year. Both count as advanced courses for the major. The subject of the Senior Honors Seminar changes yearly. Students work closely with a departmental faculty member who becomes the honors thesis adviser (chosen in consultation with the director of the honors program). The thesis should be a work of scholarship and/or criticism from 40 to 60 pages in length. In consultation with a second faculty reader, the student’s thesis adviser determines whether or not to recommend him or her for honors in Italian. A grade of at least A-minus is required for the award of honors. Students receiving a lower grade will simply be awarded 8 credits toward the major.

Internships

Students can participate in internships in a variety of areas such as international trade, banking, publishing, community organizations, and television and radio programs. For more information, please contact the department. Note that internships do not count toward the major or minor.

Accelerated B.A./M.A. Program in Italian Studies

Undergraduates with a cumulative GPA of 3.5 or higher are eligible for the five-year program in Italian Studies, with the fifth-year M.A. taken in either Florence or New York. For full-time students in CAS, tuition for the fifth year in Florence is offered at a 50 percent discount, and the application fee and GRE exam are waived.

Majors in Italian studies may apply to the program once they have completed between 48 and 96 credits toward the B.A. Students in the program must satisfy all of the requirements of both the B.A. and M.A.; there is no double-counting of courses. To complete the program in five years, students must finish at least a fourth of the master’s requirements (two graduate courses) before the beginning of the fifth year.

While enrolled in the B.A./M.A. program, students in the fifth year can take courses during the fall and spring semesters in Florence with resident faculty from the Department of Italian Studies, the Università di Firenze, and the Istituto Italiano di Scienze Umane. They visit research institutions and attend biweekly seminars at Villa La Pietra.

For further information about the M.A., contact the department’s director of graduate studies. For more information on the B.A./M.A. program, contact the College of Arts and Science Advising Center in the Silver Center, 100 Washington Square East, Room 905; 212-998-8130.
Casa Italiana Zerilli-Marimò

The Department of Italian Studies is located in Casa Italiana Zerilli-Marimò at 24 West 12th Street. Once the residence of General Winfield Scott, it is a national historic landmark. Donated to NYU by Mariuccia Zerilli-Marimò in memory of her husband, the late Baron Guido Zerilli-Marimò, Casa Italiana is a widely recognized center for Italian cultural and social activities. Students are encouraged to participate in the many lectures, conferences, concerts, and film series that Casa Italiana and the Department of Italian Studies offer.

NYU Florence at Villa La Pietra

A magnificent 57-acre Renaissance estate with five villas, La Pietra houses a notable early Renaissance art collection and one of the most beautiful and authentically restored Renaissance gardens in Italy. This extraordinary campus environment features newly renovated classrooms, computer labs, and other facilities. Students are lodged in villas at La Pietra or in private apartments and households in Florence. While most courses are taught in English, NYU Florence is also proud to offer an Italian immersion program for majors and minors in Italian, as well as for those whose language abilities are sufficiently advanced. Students are eligible to take upper-level content courses in Italian, taught at the Villa, as well as courses at the Università di Firenze.

Additionally, NYU Florence offers a six-week summer program with courses in Italian language as well as literature, cinema, opera, and art history. Students live in the modern residences that surround Villa La Pietra and participate in weekend excursions and cultural activities.

COURSES

Fulfillment of the College Core Curriculum Language Requirement

The language requirement in Italian may be fulfilled either by two 6-point intensive courses (ITAL-UA 10 and ITAL-UA 20) for a total of 12 points, or by the extensive sequence of four 4-point courses (ITAL-UA 1, ITAL-UA 2, ITAL-UA 11, and ITAL-UA 12) for a total of 16 points. A student may also follow a plan of study combining two 4-point courses with one 6-point course (ITAL-UA 1, ITAL-UA 2, and ITAL-UA 20; or ITAL-UA 10, ITAL-UA 11, and ITAL-UA 12) for a total of 14 points. All students planning to study in Florence or continue their study of Italian beyond the Core requirement are strongly advised to take ITAL-UA 10 and ITAL-UA 20, since this permits completion of the Core language requirement in two semesters.

Introductory Language Courses

Elementary Italian I
ITAL-UA 1 Open to students with no previous training in Italian and to others on assignment by placement test. Not equivalent to Intensive Elementary Italian (ITAL-UA 10). Only by combining ITAL-UA 1 with ITAL-UA 2 can a student complete the equivalent of ITAL-UA 10 and then continue on to the intermediate level. Offered every semester. 4 points.

Elementary Italian II
ITAL-UA 2 Prerequisite: Elementary Italian I (ITAL-UA 1) or assignment by placement test. To continue on to the intermediate level, a student must complete both ITAL-UA 1 and ITAL-UA 2. This sequence is equivalent to ITAL-UA 10. Offered every semester. 4 points.

Intensive Elementary Italian
ITAL-UA 10 Open to students with no previous training in Italian and to others on assignment by placement test. Completes the equivalent of Elementary Italian I and II in one semester. Offered every semester. 6 points.

Intermediate Italian I
ITAL-UA 11 Prerequisite: Intensive Elementary Italian (ITAL-UA 10), or Elementary Italian II (ITAL-UA 2), or assignment by placement test. Not equivalent to Intensive Intermediate Italian (ITAL-UA 20). Only by combining ITAL-UA 11 with ITAL-UA 12 can a student complete the equivalent of ITAL-UA 20 and then continue on to the postintermediate level. Offered every semester. 4 points.

Intermediate Italian II
ITAL-UA 12 Prerequisite: Intermediate Italian I (ITAL-UA 11) or assignment by placement test. Fulfills Core language requirement. To fulfill Core requirements and continue on to the post-intermediate level, a student must complete both ITAL-UA 11 and ITAL-UA 12. This sequence is equivalent to ITAL-UA 20. Offered every semester. 4 points.
Intensive Intermediate Italian
ITAL-UA 20 Prerequisite: Intensive Elementary Italian (ITAL-UA 10), or Elementary Italian II (ITAL-UA 2), or assignment by placement test. Completes the equivalent of Intermediate Italian I and II in one semester. Fulfills Core language requirement. Offered every semester. 6 points.

Advanced Language Courses
Advanced Review of Modern Italian
ITAL-UA 30 Prerequisite: Intermediate Italian II (ITAL-UA 12) or Intensive Intermediate Italian (ITAL-UA 20), or assignment by placement test, or permission of the instructor. Serves as prerequisite for other advanced courses in language, literature, and culture and society. Offered every semester. 4 points. Systematizes and reinforces language skills through an intensive review of grammar and composition, lexical enrichment, improvement of speaking ability, and selected readings from contemporary Italian literature.

Conversations in Italian
ITAL-UA 101 Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every semester. 4 points. Through discussions, oral reports, and readings, students improve pronunciation, become familiar with idiomatic expressions, and develop vocabulary that allows them to communicate with others on topics such as family and student life, politics, the arts, food, and fashion. Useful for students who are planning to study or travel abroad.

Creative Writing in Italian
ITAL-UA 103 Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every fall. 4 points. Students are encouraged to rewrite, parody, and shift genres, with the aim of improving their writing and reading techniques.

Advanced Composition
ITAL-UA 105 Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every spring. 4 points. The approach is threefold: (1) intensive study of the syntactical structures of Italian; (2) reading and analysis of contemporary texts from various sources, such as newspapers, magazines, and literary works; and (3) frequent writing of short compositions stressing grammatical and syntactical accuracy, as well as variety of vocabulary.

Italian through Cinema
ITAL-UA 107 Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every spring. 4 points. Aims to enrich knowledge of Italian language, culture, and society through screening and discussion of contemporary Italian cinema and detailed analysis of film scripts. Students are encouraged to use different idiomatic expressions and recognize regional linguistic variety. Special emphasis on developing a more extensive vocabulary and an expressive range suited to discussion of complex issues and their representation.

Italian through Opera
ITAL-UA 108 Identical to DRLIT-UA 820. Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every spring. Scarcella Perino. 4 points. Designed to help students increase their understanding of the Italian language through exposure to famous Italian operas. Reading of librettos and listening to arias supplemented with critical materials on reception and on current performances. Operatic plots and settings are linked thematically to present day issues, leading to discussion of contemporary social and cultural perspectives.

Translation
ITAL-UA 110 Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the department. Offered every spring. Marchelli. 4 points. Stresses the acquisition of vocabulary and complex idiomatic structures necessary for effective reading comprehension and written expression. Analysis of dialogue, style, and linguistic choices of each author, so as to explore the development of the written language, slang, regional expressions, and linguistic differences that have accompanied and defined the evolution of Italian over the past 20 years.

Literature Survey Courses
The prerequisite for the following courses is Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor.

Readings in Medieval and Renaissance Literature
ITAL-UA 115 Identical to MEDI-UA 115. Offered every fall. 4 points. Close reading of authors such as Dante, Boccaccio, Petrarch, Machiavelli, and Ariosto. Covers Italian literature from its origins to the 17th century.
Readings in Modern Italian Literature
ITAL-UA 116 Offered every spring. 4 points.
Close reading of authors such as Alfieri, Foscolo, Leopardi, Manzoni, Verga, D’Annunzio, Moravia, and Calvino. Covers Italian literature from the 18th century to the contemporary period.

Advanced Literature Courses
The prerequisite for the following courses (when taught in Italian) is Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Either Readings in Medieval and Renaissance Literature (ITAL-UA 115) or Readings in Modern Italian Literature (ITAL-UA 116) is a recommended prerequisite. There are no prerequisites for courses taught in English.

Love and War in Renaissance Italy:
Chivalric Romance and Epic
ITAL-UA 145 Offered every two to three years. Cox. 4 points.
Study of Lodovico Ariosto’s Orlando furioso (1532) and Torquato Tasso’s Gerusalemme liberata (1581) in their historical context and in relation to the rich literary traditions of romance and epic that converge in them. Thematic focuses include the construction of gender and the representation of religious and racial “otherness.”

Dante’s Divine Comedy
ITAL-UA 270 Identical to MEDI-UA 271, COLIT-UA 270, and ENGL-UA 142 when taught in English. Offered every two to three years. Ardizzone. 4 points.
Students study The Divine Comedy both as a mirror of high medieval culture and as a unique text that breaks out of its cultural bounds. The entire poem is read, in addition to selections from the Vita Nuova and other complementary minor works.

Boccaccio’s Decameron
ITAL-UA 271 Identical to MEDI-UA 271 when taught in English. Offered every two to three years. Ardizzone. 4 points.
A study of Boccaccio’s Decameron with particular emphasis on themes, conceptual innovations, and influences on French and English literatures.

Pirandello and the Contemporary Theatre
ITAL-UA 274 Identical to DRLIT-UA 280 when taught in English. Offered every two to three years. 4 points.
An introduction to Luigi Pirandello’s major plays as they relate to the foundation of contemporary theatre. Attention is also paid to grotesque and futurist drama. Works studied include Sei personaggio in cerca d’autore, Così è (se vi pare), and Enrico IV.

Modern and Contemporary Italian Narrative
ITAL-UA 275 Offered every two to three years. 4 points.
Follows the development of Italian narrative from Manzoni and Verga to present-day trends in Italian prose. Emphasizes works of Tabucchi, Maraini, Pasolini, Morante, and Calvino.

From the Table to the Page
ITAL-UA 280 Offered periodically. Falkoff. 4 points.
“What is the glory of Dante compared to spaghetti?” Italian journalist Giuseppe Prezzolini famously asks in his 1954 history of pasta. We rephrase the question as: “What is the glory of spaghetti compared to its representation in literature and film?” Study of novels, novelle, memoirs, cookbooks, and manifestos from the late nineteenth century to the present. Examines what ideological work is performed by such literary gastronomy, and how it contributes to the production of national, regional, and local identities, as well as to socioeconomic differences.

Italian Cinema and Literature
ITAL-UA 282 Identical to DRLIT-UA 505. Offered every two to three years. Albertini. 4 points.
Studies the relationship between Italian literature and post-World War II cinema, including the poetics and politics of the process of cinematic adaptation. Among the authors and directors examined are Lampedusa, Bassani, Sciascia, Visconti, Moravia, De Cespedes, DeSica, and Rosi.

Topics in Italian Literature
ITAL-UA 285 Offered every two to three years. 4 points.
Topics vary.

Elena Ferrante
ITAL-UA 300 Offered periodically. Falkoff. 4 points.
Close reading of novels, interviews, and essays by Ferrante. Engaging with Sianne Ngai, Elspeth Probyn, Lauren Berlant and others, we consider the political and aesthetic implications of ugly and opaque emotions like irritation, envy, disgust, and shame. We also study major influences, both writers Ferrante cites frequently in interviews—Adriana Cavarero, Carla Lonzi, Luisa Muraro, and Elsa Morante—as well as those she tends to refrain from naming—Christa Wolf and Ingeborg Bachmann.
**Italian American Life in Literature**
ITAL-UA 724 Identical to ENGL-UA 724. Offered every spring. Hendin. 4 points.
A study of the fiction and poetry through which Italian American writers have expressed their heritage, identity, and engagement in American life. From narratives of immigration to current work by "assimilated" writers, explores changing family relationships, sexual mores, and political and social concerns.

**Topics in Renaissance Literature**
ITAL-UA 760 Offered every two to three years. 4 points. Topics vary.

**The Sicilian Novel**
ITAL-UA 862 Offered every two to three years. Tylus. 4 points.
Writers of the 19th and 20th centuries, with particular attention to Sicily's distinct literature and culture. Authors may include Verga, Pirandello, De Roberto, Lampedusa, Sciascia, Mario Puzo, Andrea Camilleri, Dacia Maraini, Elio Vittorini, and Vincenzo Consolo; films may include *Cinema paradiso*, *La terra trema*, *Il Gattopardo*, *The Godfather*, and *Salvatore Giuliano*.

**Culture and Society Courses**
The prerequisite for the following courses (when taught in Italian) is Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. There are no prerequisites for courses taught in English.

**The Renaissance**
ITAL-UA 121 Identical to HIST-UA 121 and MEDI-UA 121. Offered every two to three years. Appuhn. 4 points. 
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.

**The Courtesan in Italian Renaissance Society and Culture**
ITAL-UA 142 Offered every two to three years. Cox. 4 points.
Examines the "honest courtesan" or cortigiana onesta. Contextualizes courtesans' social position and cultural status, embracing elements of social history, literary history, and music and art history. Texts include representations of courtesans, such as the notorious dialogues of Pietro Aretino, and writings by courtesan poets, such as Tullia d’Aragona and Veronica Franco.

**Machiavelli**
ITAL-UA 147 Identical to MEDI-UA 147 and HIST-UA 123. Offered every other year. Albertini. 4 points. 
The inventor of modern political science, Niccolò Machiavelli is one of the most original thinkers in the history of Western civilization. Machiavelli’s political, historical, and theatrical works are read in the context in which they were conceived—the much tormented and exciting Florence of the 15th and early 16th centuries, struggling between republican rule and the magnificent tyranny of the Medici family.

**Giordano Bruno and the Art of Memory**
ITAL-UA 148 Identical to HIST-UA 126 and MEDI-UA 148. Offered every two to three years. Cipani. 4 points.
Memory devices reached a peak of refinement during the Italian Renaissance; they aimed to organize knowledge and were intended as tools for creative output. Examines their impact on the literary production of the time, highlighting the interdependence between textual and visual codes. Focuses on the heretic philosopher and cosmologist Giordano Bruno, burned at the stake by the Roman Inquisition in 1600, who conceived his imposing mnemonic system as an inner mirror of the infinite universe.

**Visual Languages of the Renaissance: Emblems, Dreams, Hieroglyphs**
ITAL-UA 150 Offered every two to three years. Cipani. 4 points.
Examines the Renaissance convictions that concepts could be systematically turned into images, and that such images could be organized into a visual language more profound and universal than discursive logic. Introduction to emblem books, dream books and dream-centered works, hieroglyphic inventions and studies, collections of proverbs, iconology manuals, and early modern and recent theory of emblems. Concludes with a survey of corporate logos and Russian criminal tattoos.

**Dante and His World**
ITAL-UA 160 Identical to MEDI-UA 801, ENGL-UA 143. Offered every two to three years. Ardizzone. 4 points. Interdisciplinary introduction (in English) to late
medieval culture. The literature, art, and music, as well as political, religious, and social developments of the time. Emphasizes the classical background of medieval culture and its transmission to the modern world. Readings include: selections from Dante, St. Augustine, Boethius, St. Francis, Brunetto Latini, Thomas Aquinas, and Boccaccio.

**Italian Colonialism**
ITAL-UA 164 Identical to HIST-UA 204 and EURO-UA 161. Offered every two to three years. Ben-Ghiat. 4 points.
From the late 19th century through decolonization. Uses colonial travel literature, films, novels, diaries, memoirs, and histories to address the meaning of colonialism within Italian history and culture, the specificities of Italian colonialism, and the legacies of colonialism in contemporary Italy.

**Italian Fascism**
ITAL-UA 165 Offered every two to three years. Ben-Ghiat. 4 points.
An interdisciplinary examination of the cultural production of the fascist period. Students examine the image that the fascist regime produced of itself through the study of popular novels, architecture, film, and political speeches.

**Contemporary Italy**
ITAL-UA 166 Identical to EURO-UA 164. Offered every two to three years. Albertini, Ben-Ghiat. 4 points.
The political, cultural, economic, and social history of Italy since World War II. Topics: the transition to democracy, the Cold War, 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 political parties.

**Modern Italy**
ITAL-UA 168 Identical to EURO-UA 163, HIST-UA 168. Offered every two to three years. Ben-Ghiat, Merjian. 4 points.
A survey of Italian history from unification to the present. Examines the political, social, and cultural history of liberalism, fascism, World War II, Christian Democracy, and communism; the political crisis of the early 1990s; and the rise of new regional and rightist parties.

**Topics in Renaissance Culture**
ITAL-UA 172 Offered every semester. 4 points.
Topics vary.

**Topics in Italian Culture**
ITAL-UA 173 Offered every semester. 4 points.
Topics vary.

**Italian Films, Italian Histories I**
ITAL-UA 174 Identical to DRLIT-UA 503. May be taken independently of Italian Films, Italian Histories II. Offered every two to three years. Albertini. 4 points.
Studies representations of Italian history from ancient Rome to the Risorgimento through the medium of film. The use of filmic history as a means of forging national identity.

**Italian Films, Italian Histories II**
ITAL-UA 175 Identical to DRLIT-UA 506 and HIST-UA 176. May be taken independently of Italian Films, Italian Histories I. Offered every two to three years. Ben-Ghiat. 4 points.
Studies representations of Italian history from the unification of Italy to the present through the medium of film. Explores the possibilities and limitations of feature films for the representation of history and asks: what happens when history becomes cinema and when cinema takes on history?

**Language, Culture, and Identity in Italy**
ITAL UA 260 Identical to COLIT-UA 801, EURO-UA 200, and LING-UA 32. Offered every two to three years. Cipani. 4 points.
What we call the Italian language today—the Italian of newspapers and television, of Italian language tuition, of street signs, of the Italian parliament—is only one variant among many languages spoken within the Italian peninsula throughout its history. Examines how local dialects and regional variants of Italian continue to have a significant cultural role in literature, music, and cinema. Taught in English.

**Violence and Memory in Contemporary Italy**
ITAL UA 265 Offered every two to three years. Forgacs. 4 points.
From the execution of Mussolini in April 1945 to the mafia bombings of the early 1990s, acts of violence against individuals or groups of people have been recurrent in the history of modern Italy. They have also been open to conflicting interpretations. Examines case studies where violence has given rise to intense controversy and debate over historical memory. Through close examination of materials in different media and class discussion students learn to examine sources critically and gain an in-depth understanding of some fundamental themes and controversies in contemporary Italy.
Court Culture in Renaissance Italy
ITAL UA 311  Offered every two to three years. Cox. 4 points.
Studies Italian Renaissance culture within its social and political contexts, focusing especially on the princely courts of northern/central Italy, which were among the most dynamic and innovative cultural centers in Europe. Particular courtly contexts include the Este and Gonzaga courts in Ferrara and Mantua and the Medici court in Florence. In addition to literature, painting, and sculpture, examines the material culture of the courts, ritual, and cultural-social practices such as dance, equitation, feasting, and dress.

Topics in Italian American Culture
ITAL-UA 861  Offered every two years. 4 points.
Topics vary.

Internship
Internship
ITAL-UA 980, 981  Prerequisite: permission of the department. Does not count toward the major or minor. Offered every semester. 2 or 4 points per term.
Working closely with a sponsor and a faculty adviser, students may intern in such diverse areas as international trade, banking, publishing, community organizations, and television and radio programs. Interested students must apply to the department ahead of time.

Independent Study
Independent Study
ITAL-UA 997, 998  Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.

Honors Courses
Honors Independent Study
ITAL-UA 990  Prerequisite: Senior Honors Seminar (ITAL-UA 999). Offered every spring. 4 points.
Open to students who have been accepted into the honors program in Italian studies and are writing the honors thesis in close consultation with their thesis adviser.

Senior Honors Seminar
ITAL-UA 999  Prerequisite: permission of the department. Offered every fall. 4 points.
Variable content. Prepares students for the senior honors thesis. Primary focus on research and the application of critical methodologies. Open to students who have been accepted to the honors program in Italian studies.

Graduate Courses Open to Undergraduates
Qualified undergraduates may register for graduate courses in Italian with the permission of the director of graduate studies. Students must have at least a 3.0 GPA, and other pre-requisites may apply. A list of appropriate graduate courses is available in the department each semester.
At New York University, we believe that journalism has a serious public mission and can make a difference. We want to educate those who agree. Opportunities abound in the media world, but the opportunity to do compelling work that informs, engages—and matters—is what drives our faculty, motivates our students, and informs our entire approach. Great journalism has always come from the great cities of the globe, and there is no better place to learn the craft than the city of New York—where power and wealth concentrate, news and culture originate, and daily events fascinate.

The institute immerses students in the richness and vitality of the city, while attracting to campus many of the leaders and thinkers in the journalism profession. New York City is our laboratory—and our inspiration. The very first lesson we offer students is this: tap into it, with our help. Every day, students move outward from the classroom to the city, on assignments that take them all over town.

The full-time faculty is itself of national stature in the journalism world. As writers, reporters, producers, and critics, NYU professors continue to practice the journalism they teach and preach, holding the profession to its highest standards of public service. Course work begins with the basic skills of reporting, writing, and research, but simultaneously students are taught what journalism at its best can be—and what it should accomplish in a free and democratic society. They are also encouraged to publish their work, with assignments, internships, and online projects geared to this end.

Housed within the arts and sciences core of a leading university, the institute sees journalism as an essential strand in the liberal arts tradition and a critical factor in public culture. But we also recognize that news these days is a business. When our skilled graduates enter that business, they are prepared to improve and enliven it.

Institute facilities include seven state-of-the-art newsrooms, broadcast production facilities, and an array of multimedia equipment, including video cameras, still cameras, digital recorders, and all that is necessary in a rapidly changing news environment.
Journalism Concentration

Within the journalism concentration, students choose either the print/online sequence or the broadcast sequence. Journalism students must complete five required courses in their declared print/online or broadcast sequence (one lecture course and four skills courses), as well as three institute-approved or institute-offered electives.

All majors following this concentration must take this required lecture first, before taking any other journalism course, and students may not take this concurrently with any other journalism course:

- Investigating Journalism: Ethics and Practice (JOUR-UA 50)

All majors following this concentration must take this required skills course second, before taking any other journalism course:

- Journalistic Inquiry: The Written Word (JOUR-UA 101)

They then take these three additional required skills courses in sequence:

- Journalistic Inquiry: Multimedia (JOUR-UA 102)
- The Beat (JOUR-UA 201)
- Advanced Reporting (JOUR-UA 301), or the honors sequence of Advanced Reporting (JOUR-UA 351) and the Senior Seminar (JOUR-UA 352)

Notes on skills courses: Students in the broadcast sequence must take the broadcast sections of The Beat and Advanced Reporting; students may not mix broadcast and non-broadcast sections of these courses. Also note that students may not take any journalism required skills courses concurrently. However, students may take journalism elective courses concurrently, provided they meet the prerequisites for those courses.

They also take three electives, chosen from the following:

- Methods and Practice (JOUR-UA 202)
- Methods and Practice: Visual Reporting (JOUR-UA 203)
- Elective Reporting Topics (JOUR-UA 204)
- Production and Publication (JOUR-UA 302)
- Seminar (JOUR-UA 401)
- Journalism Ethics and First Amendment Law (JOUR-UA 502)
- Journalism and Society (JOUR-UA 503)
- Journalism as Literature (JOUR-UA 504)
- Issues and Ideas (JOUR-UA 505)
- Media Criticism (JOUR-UA 6XX)
- Individual Study (JOUR-UA 9XX)

Certain electives from other CAS departments and programs can, with permission, be approved as journalism electives. Because the institute puts a high value on numeric literacy, double majors in economics, politics, psychology, and sociology may count any of the following quantitative courses toward their three required electives:

- Economics: Statistics (ECON-UA 18)
- Politics: Quantitative Methods in Political Science (POL-UA 800) or Introduction to Research Methods for Politics (POL-UA 850)
- Psychology: Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Sociology: Statistics for Social Research (SOC-UA 302)

Media Criticism Concentration

Students in the media criticism concentration must complete six required courses (two lecture courses and four skills courses), one seminar, and one elective from a specified list of journalism offerings. All majors following this concentration must take these two required lectures:

- Investigating Journalism: Ethics and Practice (JOUR-UA 50)
• Media Past and Future (JOUR-UA 610)

Plus four required skills courses:

• Journalistic Inquiry: The Written Word (JOUR-UA 101)
• Journalistic Inquiry: Multimedia (JOUR-UA 102)
• The Beat: Designated Media Criticism Section (JOUR-UA 201)
• Advanced Reporting: Designated Media Criticism Section (JOUR-UA 301)

Notes on lecture and skills courses: Students are strongly advised to begin the media criticism concentration by taking Investigating Journalism: Ethics and Practice (JOUR-UA 50) as their first course in the major. Media Past and Future (JOUR-UA 610) may be taken concurrently with Journalistic Inquiry: Multimedia (JOUR-UA 102).

Plus two additional courses:

• One seminar, which may be selected from Topics in Media Criticism (JOUR-UA 622), a journalism seminar, or Journalism Ethics and First Amendment Law (JOUR-UA 502)
• One elective course from a specified list of journalism offerings

Policies Applying to Both Major Concentrations

The prerequisite for both Investigating Journalism: Ethics and Practice (JOUR-UA 50) and Journalistic Inquiry: The Written Word (JOUR-UA 101) is completion of the College’s expository writing requirement. JOUR-UA 50 is an additional prerequisite for JOUR-UA 101.

Journalistic Inquiry: The Written Word (JOUR-UA 101) and Investigating Journalism: Ethics and Practice (JOUR-UA 50) are prerequisites for Journalistic Inquiry: Multimedia (JOUR-UA 102).

Both Journalistic Inquiry courses (JOUR-UA 101, 102) are prerequisites for all second-level skills courses, and The Beat (JOUR-UA 201) is a prerequisite for all third-level skills courses.

All journalism majors and minors must achieve a grade of C (not C-minus) or better in all journalism courses to meet prerequisite requirements and count them toward the major. (Pass/Fail grades do not count.) Students earning grades lower than C must either repeat the course or take an equivalent course, if permitted.

All majors must complete a capstone piece in the required skills course Advanced Reporting, which allows for assessment of their progress at the conclusion of the major.

Honors Program

Juniors and seniors who have maintained a 3.65 overall GPA and a 3.65 in the journalism major are eligible for the two-course, 8-point honors program. Students take a special section of Advanced Reporting (JOUR-UA 351) followed by the Senior Seminar (JOUR-UA 352) to complete a two-semester capstone project. Students enrolled in honors may take a maximum of 40 credits in journalism.

COURSES

Journalism Concentration:

Required Lecture Course

Investigating Journalism: Ethics and Practice
JOUR-UA 50 Formerly Foundations of Journalism (JOUR-UA 501). Prerequisite: completion of the College’s expository writing requirement. Required as the first course in the journalism concentration of the major. Strongly recommended as the first course in the media criticism concentration of the major. Offered every semester. 4 points.
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. The traditional and changing role of the journalist as democracy’s watchdog against both the historic and current media backdrop. Emphasizes the established values and professional competencies the major seeks to instill.

Journalism Concentration:

Required Skills Courses

Journalistic Inquiry: The Written Word
JOUR-UA 101 Prerequisite: completion of the College’s expository writing requirement and Investigating
**Journalism: Ethics and Practice (JOUR-UA 50).**
Offered every semester. 4 points.
Reporting- and writing-based. Emphasizes in-depth research techniques and exposure to many journalistic forms, including news writing, magazine and feature article writing, reported essays, and commentary for both print and online, and what distinguishes one form from the other. Issues of ethical conduct, bias, and fairness.

**Journalistic Inquiry: Multimedia**
JOUR-UA 102 Prerequisites: Investigating Journalism: Ethics and Practice (JOUR-UA 50) and Journalistic Inquiry: The Written Word (JOUR-UA 101).
Offered every semester. 4 points.
How to report news and feature stories using photographs, video, and audio, with emphasis on story-telling techniques. Development of ideas, reporting techniques using audio and video (including how they differ from written pieces), scripting, audio and visual digital editing, and structuring of broadcast story-telling.

**The Beat**
JOUR-UA 201 Prerequisites: Journalistic Inquiry: The Written Word (JOUR-UA 101) and Journalistic Inquiry: Multimedia (JOUR-UA 102). Offered every semester. 4 points.
Hones the student journalist’s ability to research and report deeply and imagine and develop fresh ideas. Reporting, research, and writing. Different sections are offered for students in the media criticism concentration, as well as for students in the print/online sequence and the broadcast sequence of the journalism concentration.

**Advanced Reporting**
JOUR-UA 301 Prerequisite: The Beat (JOUR-UA 201). Offered every semester. 4 points.
The undergraduate journalism capstone. Emphasis on producing publishable reporting in print, online, or broadcast form with sophisticated story structures. Different sections are offered for students in the media criticism concentration, as well as for students in the print/online sequence and the broadcast sequence of the journalism concentration.

**Journalism Concentration: Electives**

**Methods and Practice**
JOUR-UA 202 Prerequisites: both Journalistic Inquiry: The Written Word (JOUR-UA 101) and Journalistic Inquiry: Multimedia (JOUR-UA 102), or permission of the instructor. 4 points.
Deeper experimentation with journalistic skills, from copyediting and deadline writing to blogging, both print and broadcast. Offerings include: Point of View; The Personal Essay; The Art of Editing: From Copyediting to Top Editing; Radio Reporting; and Journalism by the Numbers.

**Methods and Practice: Visual Reporting**
JOUR-UA 203 Prerequisites: both Journalistic Inquiry: The Written Word (JOUR-UA 101) and Journalistic Inquiry: Multimedia (JOUR-UA 102), or permission of the instructor. 4 points.
Offerings include Photojournalism and Multimedia Reporting.

**Elective Reporting Topics**
JOUR-UA 204 Prerequisites: both Journalistic Inquiry: The Written Word (JOUR-UA 101) and Journalistic Inquiry: Multimedia (JOUR-UA 102), or permission of the instructor. 4 points.
“Back-of-the-book” reporting topics. Offerings include: Profiles; Data Journalism; The Television and Radio Interview; and Food Writing.

**Production and Publication**
JOUR-UA 302 Prerequisites: Journalistic Inquiry: The Written Word (JOUR-UA 101), Journalistic Inquiry: Multimedia (JOUR-UA 102), and The Beat (JOUR-UA 201). 4 points.
Creating finished products, both print and broadcast. Offerings include: TV Newscast; Travel Writing; and Multimedia Storytelling.

**Seminar**
JOUR-UA 401 Prerequisites: Journalistic Inquiry: The Written Word (JOUR-UA 101), Journalistic Inquiry: Multimedia (JOUR-UA 102), and The Beat (JOUR-UA 201). Offered every semester. 4 points.
Issues include politics, literary nonfiction, and photojournalism and war. Topics vary. Past offerings include: Ethnography for Journalists; The Art of Opinion Writing and Polemic; and The Journalism of Empathy.

**Journalism Ethics and First Amendment Law**
JOUR-UA 502 Offered every semester. 4 points.
Considers the various ethical and legal issues surrounding the field of journalism and instills a clear sense of the role of the journalist in society and the issues that affect that mission today.

**Journalism and Society**
JOUR-UA 503 No prerequisite unless indicated. 4 points.
Offerings include: Women and the Media; Minorities in the Media; Covering the Earth; and America: Global Hope or Global Menace?

**Journalism as Literature**

JOUR-UA 504 Prerequisite: Journalistic Inquiry: The Written Word (JOUR-UA 101). 4 points.

Offerings include: Learning from the Best to Be the Best; Storied New York; Journalism and the American Road; and Literary Journalism.

**Issues and Ideas**

JOUR-UA 505 Prerequisite: Journalistic Inquiry: The Written Word (JOUR-UA 101). 4 points.

New controversies and ideas. Offerings include: Covering the Middle East; Understanding Broadcast News; Media Past and Future; and God, Science, and the Culture Wars.

**Media Criticism Courses**

JOUR-UA 6XX Prerequisite: Journalistic Inquiry: The Written Word (JOUR-UA 101) or permission of the instructor. 4 points.

Offerings analyze the forces—cultural, social, economic, ideological, and aesthetic—that shape the media and their messages. See descriptions in the section "media criticism concentration," below.

**Media Criticism Concentration: Required Lecture Courses**

**Investigating Journalism: Ethics and Practice**

JOUR-UA 50 Formerly Foundations of Journalism (JOUR-UA 501). Prerequisite: Completion of the College’s expository writing requirement. Required as the first course in the journalism concentration of the major. Strongly recommended as the first course in the media criticism concentration of the major. Offered every semester. 4 points.

See description above.

**Media Past and Future**

JOUR-UA 610 4 points.

Examines previous communication revolutions: spoken language, images, writing, printing, photography, film, radio, and television. How were they initially used or misused? What were their effects upon social patterns, politics, and thought? How did innovations occur? What can that tell us about the potential of today's digital communication revolution? Students undertake innovative experiments of their own in forms of new media.

**Media Criticism Concentration: Required Skills Courses**

**Journalistic Inquiry: The Written Word**

JOUR-UA 101 Prerequisite: completion of the College's expository writing requirement and Investigating Journalism: Ethics and Practice (JOUR-UA 50). Offered every semester. 4 points.

See description above.

**Journalistic Inquiry: Multimedia**

JOUR-UA 102 Prerequisites: Investigating Journalism: Ethics and Practice (JOUR-UA 50) and Journalistic Inquiry: The Written Word (JOUR-UA 101). Offered every semester. 4 points.

See description above.

**The Beat: Designated Media Criticism Section**

JOUR-UA 201 Prerequisites: Journalistic Inquiry: The Written Word (JOUR-UA 101) and History of the Media (JOUR-UA 610). Offered in the spring. 4 points.

If the press monitors the powers that be, who keeps a vigilant eye on the fourth estate? The "beat," in this case, is the news media themselves. Delves deep into issues and ideas that have engaged critics of the news media throughout the modern era, deconstructing their analytical methods and laying bare their agendas.

**Advanced Reporting: Designated Media Criticism Section**

JOUR-UA 301 Prerequisites: The Beat (JOUR-UA 201) and History of the Media (JOUR-UA 610). Offered in the spring. 4 points.

Analyzes new forms of media and the new conceptual paradigms implicit in them, and explores their expressive possibilities. Culminates in the capstone project: a long-form critique, heavily reported and rigorously argued, of a media-related issue. The project can be produced in print, in online/interactive media, or in other, experimental forms.

**Media Criticism Concentration: Seminars**

Students in the media criticism concentration must choose one seminar from the following:

**Seminar**

JOUR-UA 401 Prerequisites: Journalistic Inquiry: The Written Word (JOUR-UA 101), Journalistic Inquiry: Multimedia (JOUR-UA 102), and The Beat (JOUR-UA 201). Offered every semester. 4 points.

See description above.
Journalism Ethics and First Amendment Law  
JOUR-UA 502  Offered every semester. 4 points.  
See description above.

Journalism and Society  
JOUR-UA 503  No prerequisite unless indicated.  
4 points.  
See description above.

Issues and Ideas  
JOUR-UA 505  Prerequisite: Journalistic Inquiry:  
The Written Word (JOUR-UA 101). 4 points.  
See description above.

Topics in Media Criticism  
JOUR-UA 622  Prerequisite: Investigating Journalism:  
Ethics and Practice (JOUR-UA 50). 4 points.  
Offerings include: Rise of the Web, Deconstructing  
Campaign Coverage, and The Rise of Participatory  
Media.

Honors Courses  
Honors is a yearlong research, reporting, and writing  
or video sequence for juniors or seniors. Students  
choose and develop a thesis subject in the fall  
(JOUR-UA 351) and complete the project in the  
spring (JOUR-UA 352).

Honors: Advanced Reporting  
JOUR-UA 351  Prerequisites: junior or senior standing,  
a 3.65 overall GPA and a 3.65 in the journalism  
major, Investigating Journalism: Ethics and Practice  
(JOUR-UA 50), Journalistic Inquiry: The Written Word  
(JOUR-UA 101), Journalistic Inquiry: Multimedia  
(JOUR-UA 102), and The Beat (JOUR-UA 201).  
Offered in the fall. 4 points.  
Requires deeper reporting and more highly polished  
writing or video work than non-honors sections.  
Honors students build a portfolio of two or three  
high-quality pieces (1,200 to 1,500 words, or videos  
of two to three minutes) and do the significant  
preliminary reporting and research necessary for  
completion of the capstone project.

Honors Senior Seminar  
JOUR-UA 352  Prerequisites: Honors: Advanced  
Reporting (JOUR-UA 351), a 3.65 overall GPA, and  
a 3.65 in the journalism major. Offered in the spring.  
4 points.  
Capstone project: completion of a large feature  
(6,000 to 8,000 words, or a 15- to 20-minute  
multimedia or broadcast piece). Oral defense before  
at least two members of the full-time faculty and  
possibly a member of the profession.

Internship and Independent Study  
Internship  
JOUR-UA 980  Prerequisite: Investigating Journalism:  
Ethics and Practice (JOUR-UA 50). Restricted to  
declared majors. Offered every semester. 1 to 4 points.  
An opportunity to work 10 to 16 hours a week with  
cooperating metropolitan New York publications and  
broadcast stations. Work is edited and evaluated by  
staff supervisors of the participating media, as well as  
by the institute. Students may take more than once,  
but are limited to a total of 4 points in JOUR-UA  
internships. As a Pass/Fail course, does not count  
toward the journalism major.

Advanced Individual Study  
JOUR-UA 997  Prerequisites: Investigating Journalism:  
Ethics and Practice (JOUR-UA 50), Journalistic  
Inquiry: The Written Word (JOUR-UA 101),  
Journalistic Inquiry: Multimedia (JOUR-UA 102),  
and The Beat (JOUR-UA 201). Offered every semester.  
1 to 4 points.  
Students who, in the opinion of the department,  
possess intellectual independence and ability are  
permitted to carry on individual work in a field of  
study selected in conference with members of the  
faculty. To register, a student must have the written  
approval of the director of undergraduate studies.
MAJOR/MINOR IN

Latin American and Caribbean Studies

The major and minor in Latin American and Caribbean studies allow students to design an interdisciplinary course of study around their interest in the region, drawing on a range of fields including politics, history, literature, anthropology, social and cultural analysis, art history, and more. The College of Arts and Science boasts a distinguished, dynamic faculty in Latin American and Caribbean studies, with leading scholars of the Caribbean, Central America, the Andes, Latino/a studies, and beyond working in areas as diverse as post-conflict human rights debates, Caribbean literature, comparative race and racism, the hemispheric impact of neoliberalism, biopolitics and gender, and visual and performance cultures. Students are introduced to Latin America and the Caribbean as both a foreign and a local culture; the program encourages them to study away at NYU Buenos Aires, where a range of courses have been developed for majors and minors, and equally encourages them to experience New York City as an eminently Latino metropolis. NYU boasts rare and innovative programs in the study of Haitian Kreyol and of Quechua. Students may use either to fulfill their Core language requirement. Students benefit from the ample programming and resources of NYU’s Center for Latin American and Caribbean Studies (CLACS, as.nyu.edu/clacs) and the vast resources related to Latin America and the Caribbean in the city, including the Americas Society, the Hispanic Society of America, and the Museo del Barrio. The undergraduate major and minor are offered jointly by the Department of Spanish and Portuguese Languages and Literatures and the Center for Latin American and Caribbean Studies. They are administered by the Department of Spanish and Portuguese Languages and Literatures.

FACULTY

<table>
<thead>
<tr>
<th>Professors</th>
<th>Associate Professor</th>
<th>Senior Language Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ferrer, Saldaña</td>
<td>Robbins</td>
<td>Gonzales</td>
</tr>
</tbody>
</table>

Associate Professors

| Abercrombie, Fischer, Khan, Lane |

Assistant Professor

| Calla |

Clinical Associate Professor

| |

PROGRAM

Major

This interdisciplinary major requires nine courses (36 points) completed with a grade of C or better. It allows students to design a course of study drawing on the offerings of the Center for Latin American and Caribbean Studies and the Department of Spanish and Portuguese, as well as courses in other departments and programs across the University, including anthropology, art history, cinema studies, comparative literature, economics, history, performance studies, politics, sociology, and more. Individual programs of study are planned with and approved by the director of undergraduate studies.

The required courses are as follows:

- The Iberian Atlantic (SPAN-UA 300)
- One introductory course on Latin America or the Caribbean chosen from:
  - Cultural History of Latin America (SPAN-UA 305)
  - Cultures and Contexts: the Caribbean (CORE-UA 509)
  - Cultures and Contexts: Latin America (CORE-UA 515)
- Seven electives pertinent to the study of Latin America and the Caribbean, chosen in consultation with the director of undergraduate studies.

In addition, students are required to demonstrate proficiency in two languages, chosen from: Spanish through the level of Advanced Grammar and Composition (SPAN-UA 100), Portuguese through the intensive elementary level, and indigenous and diasporic languages (including Quechua, Haitian Kreyol, Nahuatl,
and/or Mixtec) through the full elementary level. These language courses (and any more advanced language electives) cannot be applied toward the nine courses required for this major.

Minor
This interdisciplinary minor requires five courses (20 points) completed with a grade of C or better. It offers students the opportunity to incorporate an interest in Latin America and the Caribbean into their overall course of study. Courses are drawn from the Center for Latin American and Caribbean Studies and the Department of Spanish and Portuguese, as well as other departments across the university.

The required courses are as follows:

• One introductory course on Latin America or the Caribbean chosen from:
  • Cultural History of Latin America (SPAN-UA 305)
  • Cultures and Contexts: the Caribbean (CORE-UA 509)
  • Cultures and Contexts: Latin America (CORE-UA 515)
• Four additional courses, chosen in consultation with the director of undergraduate studies.

In addition, students are required to demonstrate proficiency in one language, chosen from: Spanish through the level of Advanced Grammar and Composition (SPAN-UA 100), Portuguese through the intensive elementary level, and indigenous and diasporic languages (including Quechua, Haitian Kreyòl, Nahuatl, and/or Mixtec) through the full elementary level. These language courses (and any more advanced language electives) cannot be applied toward the five courses required for this minor.

COURSES

Center for Latin American and Caribbean Studies (CLACS)
For graduate courses open to undergraduates, consult the CLACS website at as.nyu.edu/clacs.

Elementary Quechua I
LATC-UA 101 Identical to SPAN-UA 81.
No prerequisite. 4 points.

Elementary Quechua II
LATC-UA 102 Identical to SPAN-UA 82.
Prerequisite: Elementary Quechua I (LATC-UA 101) or permission of the instructor. 4 points.

Intermediate Quechua I
LATC-UA 103 Identical to SPAN-UA 83.
Prerequisite: Elementary Quechua II (LATC-UA 102) or permission of the instructor. 4 points.

Intermediate Quechua II
LATC-UA 104 Identical to SPAN-UA 84.
Prerequisite: Intermediate Quechua I (LATC-UA 103) or permission of the instructor. 4 points.

Elementary Haitian Kreyòl I
LATC-UA 121 Offered every year. 4 points.
Also called Creole, this language is spoken by Haiti's population of nine million and by about one million Haitians in the U.S. Develops introductory speaking, reading, and writing skills. Incorporates film, radio, and music, as well as visits to New York museums and institutions related to Haiti.

Elementary Haitian Kreyòl II
LATC-UA 122 Prerequisite: Elementary Haitian Kreyòl I (LATC-UA 121) or permission of instructor. Offered every year. 4 points.
Further develops speaking, reading, and writing skills. Students will be able to conduct a conversation in Haitian Kreyòl and gain a better command of Haitian vocabulary and grammar within the relevant cultural context.

Topics in Caribbean Studies
LATC-UA 651 4 points.
Offers in-depth focus on an aspect of social, cultural, political, or artistic life in the Caribbean and its diasporas, emphasizing multilingual, interdisciplinary, and comparative approaches. Topics vary and may include: Political Imaginaries of the Caribbean; Culture and Politics in the Caribbean; Caribbean Religions.

Spanish and Portuguese Languages and Literatures

On Eating Others: Cannibalism and Anthropophagy in the Circum-Atlantic World
PORT-UA 600 Taught in Portuguese; in English: PORT-UA 601. Prerequisite: Intermediate Portuguese II (PORT-UA 4); no prerequisites when taught in English. 4 points.
### Topics in Brazil Studies

**PORT-UA 700** Taught in Portuguese; in English: **PORT-UA 701.** Prerequisite: Intermediate Portuguese II (PORT-UA 4); no prerequisites when taught in English. 4 points.

**Fiction into Film: Brazilian Novels and their Screen Adaptations**

**PORT-UA 702** Taught in Portuguese. When cross-listed with Spanish, also listed under SPAN-UA 702. Prerequisite: Intermediate Portuguese II (PORT-UA 4). 4 points.

**Narrating Poverty in Brazilian Literature and Film**

**PORT-UA 704** Taught in Portuguese. When cross-listed with Spanish, also listed under SPAN-UA 706. Prerequisite: Intermediate Portuguese II (PORT-UA 4). 4 points.

**The New Brazilian Documentary**

**PORT-UA 706** When cross-listed with Spanish, also listed under SPAN-UA 706. Offered every other year. 4 points.

**Modern Brazilian Fiction**

**PORT-UA 821** Taught in Portuguese; in English: **PORT-UA 820.** Prerequisite: Intermediate Portuguese II (PORT-UA 4); no prerequisites when taught in English. 4 points.

**The Brazilian Short Story**

**PORT-UA 830** Taught in Portuguese. Prerequisite: Intermediate Portuguese II (PORT-UA 4). 4 points.

**Brazilian Poetry and Song**

**PORT-UA 840** Taught in Portuguese; in English: **PORT-UA 841.** Prerequisite: Intermediate Portuguese II (PORT-UA 4); no prerequisites when taught in English. 4 points.

### Topics in Brazilian Studies

**PORT-UA 850** Taught in Portuguese; in English: **PORT-UA 851.** Prerequisite: Intermediate Portuguese II (PORT-UA 4); no prerequisites when taught in English. 4 points.

**Critical Approaches to Textual and Cultural Analysis**

**SPAN-UA 200** Prerequisite: Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish Speakers (SPAN-UA 111) or equivalent. 4 points.

**Histories of Photography in Spain and Latin America**

**SPAN-UA 240** Taught in Spanish; in English: **SPAN-UA 241.** Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department; no prerequisite when taught in English. 4 points.

### The Iberian Atlantic

**SPAN-UA 300** Taught in English, with one recitation in Spanish. Offered once per year, typically in the fall. 4 points.

### Cultural History of Latin America

**SPAN-UA 305** Taught in Spanish. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200). Offered once per year, typically in the fall. 4 points.

### Is Spanish One Language?

**SPAN-UA 355** Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department. 4 points.

### Gestos, movimiento y literatura

**SPAN-UA 410** Taught in Spanish. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. 4 points.

### See It, Read It: Photography and Discourse in Latin America

**SPAN-UA 440** Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department; no prerequisites when taught in English. 4 points.

### Latin American Theatre

**SPAN-UA 460** Taught in Spanish. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department. 4 points.

### Queer Cultures and Democracy

**SPAN-UA 480** Taught in Spanish; in English: **SPAN-UA 481.** Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department; no prerequisite when taught in English. 4 points.

### Topics in Spanish American Literature and Culture

**SPAN-UA 550** Taught in Spanish; in English: **SPAN-UA 551.** Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or
permission of department; no prerequisites when taught in English. 4 points.

Culture and Politics in the Caribbean
Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department; no prerequisites when taught in English. 4 points.

Transatlantic Avant-gardes: Sites of Modernity
SPAN-UA 625 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department; no prerequisites when taught in English. 4 points.

Intimacy and Precariousness: Problems of Contemporary Latin American Culture
SPAN-UA 645 Taught in Spanish. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department. 4 points.

Modern Hispanic Cities
SPAN-UA 650 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department; no prerequisites when taught in English. 4 points.

Contemporary Latin American Novel
SPAN-UA 743 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department; no prerequisites when taught in English. 4 points.

Latin American Cinema
SPAN-UA 750 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisites when taught in English. May be repeated once if taught by a different instructor on different topic. 4 points.

Literature and Film of the Cuban Revolution
SPAN-UA 795 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department; no prerequisites when taught in English. 4 points.

Other Departments and Programs (College of Arts and Science)

The following are frequently offered courses; consult the relevant department sections in this Bulletin for course descriptions and prerequisites. Students should also consult departmental websites each semester for updated information.

AFRICANA STUDIES

The Postcolonial City
SCA-UA 166 Offered every year. 4 points.

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

Theatre of the Black Atlantic
SCA-UA 835 4 points.

ANTHROPOLOGY

Ethnography and Ethnohistory of the Andes
ANTH-UA 47 Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of instructor. 4 points.

Contemporary Issues in the Caribbean
ANTH-UA 102 Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. 4 points.

Peoples of Latin America
ANTH-UA 103 Prerequisite: Culture, Power, Society (ANTH-UA 1) or permission of the instructor. 4 points.

The Color of Race in the Americas: Post-Racial Mythologies
ANTH-UA 333 Prerequisite: at least one introductory course in cultural anthropology, history, social and cultural analysis, or sociology. 4 points.

ART HISTORY

Latin American Art: From Colonial to Modern
ARTH-UA 316 Identical to MEDI-UA 316.
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. 4 points.

COLLEGE CORE CURRICULUM

Cultures and Contexts: The Caribbean
CORE-UA 509 4 points.

Cultures and Contexts: Latin America
CORE-UA 515 4 points.

Cultures and Contexts: Contemporary Latino Cultures
CORE-UA 529 4 points.

Cultures and Contexts: The Black Atlantic
CORE-UA 534 4 points.

Cultures and Contexts: New World Encounters
CORE-UA 541 4 points.
Cultures and Contexts: Globalizing the Americas
CORE-UA 550 4 points.

Cultures and Contexts: Brazil
CORE-UA 555 4 points.

COMPARATIVE LITERATURE
Topics in Caribbean Literature
COLIT-UA 132 Identical to SCA-UA 780, ENGL-UA 704. Offered every semester. 4 points.

DRAMATIC LITERATURE
Theatre of Latin America
DRILIT-UA 293 Identical to THEA-UT 748. 4 points.

FRENCH
Approaches to Francophone Literature
FREN-UA 145 Prerequisite: French Advanced Grammar and Composition (FREN-UA 30), placement test, or permission of the director of undergraduate studies. 4 points.

Haiti: History, Society, and Culture
FREN-UA 833 4 points.

Rites of Resistance: Autobiography in the Francophone Caribbean
FREN-UA 834 4 points.

HISTORY
Pirates and Buccaneers: Seaborne Terrorism in the Early Modern World
HIST-UA 369 Identical to EURO-UA 181, IRISH-UA 182. 4 points.

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

History of Colonial Latin America
HIST-UA 743 4 points.

Contemporary Latin America
HIST-UA 745 4 points.

Empire and the Americas
HIST-UA 749 4 points.

History of the Andes
HIST-UA 753 4 points.

Latin American History and Revolution
HIST-UA 755 4 points.

LATINO STUDIES
Approaches to Latino Studies
SCA-UA 501 4 points.

Latino/a Art and Performance in New York City
SCA-UA 532 4 points.

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

The Latinized City, New York and Beyond
SCA-UA 540 Prerequisite: either Approaches to Latino Studies (SCA-UA 501) or Contemporary Latino Cultures (CORE-UA 529), or an introductory course in the social sciences, or another relevant Core Cultures and Contexts course. 4 points.

Topics in Latino Studies
SCA-UA 541 4 points.

Latino Politics in the US
SCA-UA 542 4 points.

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

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

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

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

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

Caribbean Women Writers
SCA-UA 570 4 points.

LINGUISTICS
Indigenous Languages of the Americas
LING-UA 9 No prerequisites. 4 points.

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

Language in Latin America
LING-UA 30 4 points.

Pidgin and Creole Languages
LING-UA 38 Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3, formerly 28), or permission of the instructor. 4 points.
POLITICS

Politics of Latin America
POL-UA 530 Prerequisite: Comparative Politics (POL-UA 500). 4 points.

Politics of the Caribbean Nations
POL-UA 532 Identical to SCA-UA 802. Prerequisite: Comparative Politics (POL-UA 500). 4 points.

Inter-American Relations
POL-UA 780 Formerly Latin America and the World. Prerequisite: International Politics (POL-UA 700). Offered periodically. 4 points.
Housed in the Department of Social and Cultural Analysis (SCA), Latino studies aims to produce knowledge about people of Latin American descent living in the United States and to integrate this knowledge into the country’s understanding of itself. Latino is a concept grounded in the United States, and Latino studies, in this respect, is clearly distinct from Latin American studies. The program examines such topics as the dynamics of race, class, nationality, generation, language, gender, and sexuality among different Latino subgroups; Pan-Latino/a visions; comparative interethnic dynamics, particularly relations among Latinos, African Americans, and Asian Americans; transnational linkages and communities, migratory circuits, and transcultural processes; and interactions between U.S. groups and “home” populations.

NYU’s Latino studies program has a distinctive profile that gives it intellectual weight. Its location in New York City makes possible a program built around synergy among the arts, social sciences, and humanities. It offers students training in both field-based and archival research, including opportunities abroad. And finally, it promotes the study of bilingualism, of the politics of language, and of cultural texts, and offers courses designed to develop bilingual research abilities. Existing resources in Spanish and Portuguese support this aim, and the city is a valuable laboratory for research on languages in contact.

**Major/Minor In**

**MAJOR/MINOR IN**

**Latino Studies**

**FACULTY**

**Professors Emeriti**

Pratt, Rosaldo

**Professors**

Dávila, Saldaña

**Associate Professor**

Beltrán

**PROGRAM**

**Major**

The Latino studies major requires nine 4-point courses (36 points) completed with a grade of C or better.

Two introductory courses—may be taken in either order:

- Social and Cultural Analysis 101 (SCA-UA 101)
- Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529) or Approaches to Latino Studies (SCA-UA 501)

Six elective courses:

- Six designated Latino studies electives, of which four must be taught by SCA faculty.
- SCA Theory and Practice: The Internship Program (SCA-UA 42) is no longer required, but is highly recommended and can count as an elective.

One research course:

- Advanced Research Seminar (SCA-UA 90)

**Minor**

Five 4-point courses (20 points) completed with a grade of C or better are required for the minor in Latino studies. Students must take one of the following introductory courses: Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529) or Approaches to Latino Studies (SCA-UA 501). They also take four designated Latino studies electives, of which two must be taught by SCA faculty.

**Language and 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. Latino studies therefore strongly encourages its students to develop advanced skills in Spanish, Portuguese, and/or any indigenous languages spoken in the Americas by any of the following means: taking elective courses in sociolinguistics; studying these languages beyond the minimum level required by the College of Arts and Science; pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

**Policy on Double Counting of Courses**

Majors may share (double count) two courses with a second major, with permission from the other department/program.

Minors may share (double count) one course with a major or a second minor, with permission from the other department/program.

**Honors Program**

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

**COURSES**

**Introductory Core**

**Social and Cultural Analysis 101**

SCA-UA 101 Offered every year. 4 points.

Introduces theories, methods, and political trajectories central to the Department of Social and Cultural Analysis (SCA). SCA addresses how individuals and populations structure their worlds and navigate the resulting social, cultural, and political terrain. It privileges scholarly work with an intersectional approach, drawing on theoretical insights from such fields as social geography, feminism and queer studies, ethnic studies, urban and metropolitan studies, critical race theory, labor studies, and cultural studies.

**Approaches to Latino Studies**

SCA-UA 501 Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529) is offered every fall and can be substituted for this course. Offered periodically. 4 points.

Explores such aspects of the Latino/a presence and experience in the United States as: urban/rural life, freedom/confine ment, memoir as source of voice/other sources of voice, generational separation and identity, and loss and healing. Traces movement through time from masculinist nationalism to the recognition of variations in gender, sexuality, race, class, region, and national origin.

**Cultures and Contexts: Contemporary Latino Cultures**

CORE-UA 529 Offered every fall. 4 points.

See description under College Core Curriculum in this Bulletin.

**Research Core**

**Advanced Research Seminar**

SCA-UA 90 Prerequisite: Social and Cultural Analysis 101 (SCA-UA 101), Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529), or Approaches to Latino Studies (SCA-UA 501). Offered every semester. 4 points.

Students write a 20-25 page research paper with a focus on a specific research method. Topics vary by semester; see Albert for details.

**Honors Courses**

**Senior Honors Seminar**

SCA-UA 92 Prerequisites: 3.65 GPA or higher (both overall and in the major), Social and Cultural Analysis 101 (SCA-UA 101), either Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529) or Approaches to Latino Studies (SCA-UA 501), and permission of the department. Offered every fall. 4 points.
Senior Honors Thesis
SCA-UA 93 Prerequisites: Senior Honors Seminar (SCA-UA 92), 3.65 GPA or higher (both overall and in the major), and permission of the department. Offered every spring. 4 points.

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

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

Latino/a Art and Performance in New York City
SCA-UA 532 4 points.
Topics: Latina/o music, the extensive history of Latina/o contributions to the artistic vitality of the Lower East Side, contemporary Latina/o art and the institutions that support it, and the city as a site for artistic possibility. Requires attendance at performances and visits to art galleries.

Latino/a Popular Culture
SCA-UA 534 4 points.
Interdisciplinary examination of contemporary popular culture products—music, film, graphic novels, performance—by and for Latinos, especially issues of production, circulation, and consumption. Is popular culture a site of Latino/a cultural expression? How and in what ways? How is it circulated and consumed, and how is it mediated by different culture industries?

The Latinized City: Latinas and Latinos in New York City
SCA-UA 540 4 points.
Topics: economic and political factors that fuel the immigration of Latin American peoples to U.S. cities, their incorporation into U.S. society and culture, the impact of global economic restructuring of U.S. cities on urban race/ethnic relations and cultural politics, the contestation of space and power in global cities, issues of immigration and citizenship, and the politics of languages.

Topics in Latino Studies
SCA-UA 541 Offered every semester. 4 points.
Topics vary and include race and racism, politics, migration and immigration, language, assimilation, education, labor, citizenship, social movements, and expressive culture.

Latino Politics
SCA-UA 542 4 points.
Historical analysis of Latino political incorporation and of Latino efforts to gain political power and influence. Topics: identity-based social movements, voting behavior, the politics of transnationalism and globalization, and recent activism surrounding immigration.

Latina Feminist Studies
SCA-UA 548 4 points.
Contemporary cultural production by Latina feminist artists. Cultural objects as social and political texts. Topics: the borderlands as geographical and psychic boundary; the “mestiza” or “mulata” body as metaphor; assimilation experiences and familial relations; racism and education; revolution and political violence; the literature of exile; and the figure of the Malinche/La Llorona as race traitor or victim. Consideration of racial politics within post-nationalist movements for social justice.

Globalization, Immigration, and Postcolonial Identity
SCA-UA 560 4 points.
How is the “First World,” and particularly the U.S., implicated in migration from the “Third”? What compels people to migrate? Do efforts to “develop” the Third World, such as NAFTA, affect migration? How do waves of the globalization of labor and consumer markets effect U.S. culture? Are we currently paying the price for mistakes in foreign policies in the 1980s and economic policies of the 1990s?
**Revolutionary Culture of the Americas**  
SCA-UA 561 4 points.  
Examines the U.S. both as a model for revolution and as a neocolonial power that became the object of revolutionary opposition. Considers shared political visions and intellectual exchanges among revolutionary intellectuals in the U.S. and Latin America. Reviews the history of 20th century revolutionary movements and national liberation struggles. Seeks to appreciate the intellectual importance of this literature in shaping possibilities for liberation across the continent.

**NAFTA and Narcos**  
SCA-UA 562 Colloquium. 4 points.  
Political and economic consequences of NAFTA on Mexican and U.S. foreign direct investment, industrialization, labor formation, and immigration. Traces flows of drugs, arms, and drug profits, as well as the relationship between violence, militarization, and changes in drug war policy in Mexico and the U.S. Considers gender dynamics of free trade and the drug economy and critically examines the figure of the narco or drug trafficker in popular culture.

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

**Nationalism and Development in U.S. Literature, 1850-1950**  
SCA-UA 568 4 points.  
Close reading of fiction foregrounding U.S. slavery, western expansion, industrialization, and imperialist adventure as modes of primitive accumulation that contributed to the foundation of the United States as a “developed” nation. Authors offer anti-imperialist, feminist, and minoritarian critiques of this history of U.S. national development.

**Caribbean Women Writers**  
SCA-UA 570 4 points.  
How distinct colonial trajectories and independence movements shaped “modern” conceptions of female identity/sexuality, both in the region and in the U.S. diaspora. Feminist authors revisit and revise the trauma of colonialism and neocolonialism, the origin-stories of patriarchal nationalisms deployed by independence leaders, and the narrative of neoliberal development so often imposed by Western democracies.

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

**AFRICANA STUDIES**  
Language and Liberation: At Home in the Caribbean and Abroad  
Offered every year. 4 points.

**AMERICAN STUDIES**  
Comparative U.S. Ethnic Studies  
SCA-UA 224 4 points.  
Intersections: Race, Gender, and Sexuality in U.S. History  
SCA-UA 230 4 points.  
Ethnicity and the Media  
SCA-UA 232 4 points.  
Race and the American Right  
SCA-UA 236 4 points.

**ASIAN/PACIFIC/AMERICAN STUDIES**  
The Constitution and People of Color  
SCA-UA 366 Identical to POL-UA 801 and LWSOC-UA 327. 4 points.  
Reading Race and Representation  
SCA-UA 368 4 points.  
The Immigrant Imagination  
SCA-UA 371 4 points.
MAJOR/MINOR IN LATINO STUDIES

Cross-Listed Electives
Majors and minors may take no more than two. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

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

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES
Latino Literature in the United States
SCA-UA 815 Identical to SPAN-UA 755. 4 points.

On Eating Others: Cannibalism and Anthropophagy in the Circum-Atlantic World
SCA-UA 846 Identical to SPAN-UA 600. 4 points.

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT
American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education
SCA-UA 755 Identical to TCHL-UE 41. 4 points.
Many of the liberal arts disciplines in the College of Arts and Science provide important perspectives on law and the legal profession. The law and society minor, administered by the Department of Sociology, offers undergraduates a meaningful concentration of these courses. The minor is designed to give students an interdisciplinary perspective on law as a social institution and on how law shapes, and is shaped by, a variety of political, religious, cultural, economic, and social forces.

The minor in law and society consists of five courses, which allows it to be substantial. The requirement of a core course enhances its coherence. In addition, the minor gives capable and ambitious students opportunities to pursue advanced or specialized study. While prelaw students may well wish to take it, this minor is not aimed specifically at them.

Students wishing to declare this minor should speak with the academic administrator for the Department of Sociology, 295 Lafayette Street, Room 4168; 212-998-8340.

**Minor**

The minor in law and society consists of five 4-point courses (20 points) completed with a grade of C or better. The requirements are as follows:

- One core course, chosen from:
  - Law and Society (LWSOC-UA 1, section 001), cross-listed with politics (POL-UA 335)
  - Law and Society (LWSOC-UA 1, section 002), cross-listed with sociology (SOC-UA 413)
- One course in Research Methods (SOC-UA 301, or another methods course with approval of law and society director)
- Three elective courses (see under course offerings for a list of approved electives). Students may petition the director to have other courses count toward the elective requirement.

Students majoring in sociology must take Research Methods (SOC-UA 301) for their major; they must take a fourth elective for the law and society minor.

With special permission, exceptional students may be allowed, in their senior year and in consultation with the director, to substitute one of the following for one of the elective courses: (1) an independent study culminating in a research paper or project, (2) an apprenticeship with a faculty member doing relevant research (with permission of faculty), or (3) a relevant graduate course (with permission of faculty).

Courses applied to this minor cannot be double-counted toward a major or another minor. The Pass/Fail option is not acceptable for the law and society minor.
PROGRAM IN LAW AND SOCIETY

COURSES

Core Courses
Law and Society
LWSOC-UA 1.001 Identical to POL-UA 335. Offered once a year, usually in the fall. 4 points.
How law and a range of legal institutions embody and constitute political, cultural, economic, and social forces. Explores the relationship between law and the civil rights movement, the women's movement, and the labor and environmental movements. Emphasis on law as a political process and practice, legal remedies for racial and gender discrimination, and class-action torts. Deals with the politics of rights, social policy, and the limits and possibilities of law as a process for social change.

Law and Society
LWSOC-UA 1.002 Identical to SOC-UA 413. Offered once a year, usually in the spring. 4 points.
Sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of law; uses of law to overcome social disadvantage. Topics include: “limits of law,” legal disputes and the courts, regulation, comparative legal systems, legal education, organization of legal work, and lawyers’ careers.

Research Methods
SOC-UA 301 Offered every semester. 4 points
Examines the several methodologies employed in sociological analysis. Some methods covered include survey design and analysis, unobtrusive measures, historical sociology, interviews, content analysis, and participant observation. Introduction to methods of quantitative data processing.

Independent Study
LWSOC-UA 997, 998 Offered every semester. 4 points per term.

Elective Courses
Every semester, the program compiles a list of elective courses that count toward the minor. These include, but are not limited to, the list below. Consult the Department of Sociology for details.
See the relevant departmental sections in this Bulletin for descriptions and prerequisites of the courses below.

Anthropology
Culture, Power, Society
ANTH-UA 1 4 points.

Human Rights and Anthropology
ANTH-UA 326 4 points.

Language and Law
ANTH-UA 329 4 points.

Asian/Pacific/American Studies
The Constitution and People of Color
SCA-UA 366 4 points.

Classics
The History of Ancient Law
CLASS-UA 292 4 points.

Economics
Economics of the Law
ECON-UA 255 4 points.

Journalism
Journalism Ethics and First Amendment Law
JOUR-UA 502 4 points.

Metropolitan Studies
Law and Urban Problems
SCA-UA 610 4 points.

Middle Eastern and Islamic Studies
Islam and Politics
MEIS-UA 674 4 points.

Seminar on Islamic Law and Society
MEIS-UA 780 4 points.

Women and Islamic Law
MEIS-UA 783 4 points.

Philosophy
Philosophy of Law
PHIL-UA 52 4 points.

Politics
The American Constitution
POL-UA 330 4 points.

Civil Liberties
POL-UA 332 4 points.

American Law and Legal System
POL-UA 334 4 points.

Gender in Law
POL-UA 336 4 points.
The Politics of Administrative Law
POL-UA 354 4 points.

SOCIOLOGY

Sociology of Law
LWSOC-UA 417 Identical to SOC-UA 417. 4 points.

Deviance and Social Control
LWSOC-UA 502 Identical to SOC-UA 502. 4 points.

Criminology
LWSOC-UA 503 Identical to SOC-UA 503. 4 points.
Linguistics is the science of human language. It seeks to determine that which is necessary in human language, that which is possible, and that which is impossible. While linguists work to determine the unique qualities of individual languages, they are constantly searching for linguistic universals—properties whose explanatory power reaches across languages. The discipline of linguistics is organized around syntax (the principles by which sentences are organized), morphology (the principles by which words are constructed), semantics (the study of meaning), phonetics (the study of speech sounds), phonology (the sound patterns of language), historical linguistics (the ways in which languages change over time), sociolinguistics (the interaction of language with society), psycholinguistics, and neurolinguistics (the representation of language in the brain). Current research by faculty members extends across the field, including topics in the interaction of syntax and semantics, phonetics and phonology, languages in contact, pidgin and creole languages, urban sociolinguistics, and computer analogies of syntactic processes.
All linguistics majors, joint majors, and combined majors must select and register for linguistics courses with the advice of the director of undergraduate studies in the linguistics department.

**Joint Majors in Linguistics with a Foreign Language**

The Department of Linguistics offers joint majors with the Departments of French, German, Italian, and Spanish and Portuguese. The major with Spanish requires a total of ten 4-point courses (40 points); the majors with the other languages require a total of nine 4-point courses (36 points). All courses must be completed with a grade of C or better.

The linguistics portion of the joint foreign language majors is always satisfied by taking the following five courses (20 points):

- Either Language (LING-UA 1) or Language and Mind (LING-UA 3)
- Sound and Language (LING-UA 11)
- Grammatical Analysis (LING-UA 13)
- A total of two additional courses from two different fields of linguistics, chosen from the following:
  - Historical linguistics (LING-UA 14)
  - Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38, LING-UA 57)
  - Phonology (LING-UA 12)
  - Semantics (LING-UA 4)
  - Computational linguistics (LING-UA 6, LING-UA 7)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54, LING-UA 59)
  - Structure of a modern language (LING-UA 10, LING-UA 42, LING-UA 44, LING-UA 9032)

French requires four additional 4-point courses (16 points) as follows:

- One advanced language course chosen from:
  - Spoken Contemporary French (FREN-UA 101)
  - Phonetics (FREN-UA 103)
  - Translation (FREN-UA 107)
  - Advanced Techniques of Translation (FREN-UA 108)
  - Acting French (FREN-UA 109)
  - Business French (FREN-UA 110)
- One course in advanced written French (usually Written Contemporary French, FREN-UA 105)
- Two courses in French literature, in French, to be determined in consultation with the director of undergraduate studies in the French department.

German requires four additional 4-point courses (16 points) as follows:

- An advanced conversation or composition course chosen from:
  - German Conversation and Composition (GERM-UA 111)
  - Advanced Composition and Grammar (GERM-UA 114)
- Introduction to German Literature (GERM-UA 152)
- Two advanced literature courses taught in German (300- or 400-level)

Italian requires four additional 4-point courses (16 points) as follows:

- Advanced Review of Modern Italian (ITAL-UA 30)
- One advanced language course chosen from:
  - Conversations in Italian (ITAL-UA 101)
  - Italian Through Cinema (ITAL-UA 103)
  - Advanced Composition (ITAL-UA 105)
  - Creative Writing in Italian (ITAL-UA 107)
  - Italian Through Opera (ITAL-UA 108)
  - Translation (ITAL-UA 110)
- Two advanced courses in either Italian literature or culture and society, to be determined in consultation with the director of undergraduate studies in the Italian department.
Spanish requires five additional 4-point courses (20 points) as follows:

- Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200)
- And four more advanced courses chosen with the advice of that department's director of undergraduate studies.

Students may apply one advanced Spanish conversation course toward the major. Note that Advanced Grammar and Composition (SPAN-UA 100) does not count toward the major; this course (or equivalent, or placement) is a prerequisite for entering the major.

**Joint Major in Anthropology and Linguistics**

This joint major emphasizes the complementary nature of anthropological and sociolinguistic approaches to language. Students are required to take 20 points (five 4-point courses) each from the Department of Anthropology and the Department of Linguistics, for ten courses (40 points) total. A grade of at least C is required in every course for it to be counted toward the joint major.

Required courses in anthropology are: Culture, Power, Society (ANTH-UA 1), Language, Culture and Society (ANTH-UA 17), Language, Power, and Identity (ANTH-UA 16), and two other cultural or linguistic anthropology courses approved by the Department of Anthropology's DUS.

Required courses in linguistics are:

- Language (LING-UA 1)
- Language and Society (LING-UA 15)
- Two courses chosen from among the following:
  - Indigenous Languages of the Americas (LING-UA 9)
  - Language Change (LING-UA 14)
  - Bilingualism (LING-UA 18)
  - Sex, Gender, and Language (LING-UA 21)
  - African American Vernacular English (LING-UA 23)
  - Language and Liberation at Home in the Caribbean and Abroad (LING-UA 26)
  - Language in Latin America (LING-UA 30)
- A fifth course in linguistics, which may be an additional course from the above list or another course that the department offers, chosen in consultation with the director of undergraduate studies in the Department of Linguistics.

Joint anthropology-linguistics majors should also consult with Professor Bambi Schieffelin in the Department of Anthropology and Professor Renée Blake in the Department of Linguistics for aid in developing their program of study.

**Joint Major in Language and Mind**

This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics, Philosophy, and Psychology. Ten courses (40 points) are required (four in linguistics, one in philosophy, four in psychology, and one additional course). All must be completed with a grade of C or better.

The linguistics component consists of these four courses:

- Language and Mind (LING-UA 3) or Language (LING-UA 1)
- Two courses chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Phonological Analysis (LING-UA 12) [Note that Sound and Language (LING-UA 11) is a prerequisite for Phonological Analysis and is only offered in the Fall Semester.]
  - Grammatical Analysis (LING-UA 13)
- One course chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Psycholinguistics (LING-UA 5)
  - Patterns in Language (LING-UA 6)
The philosophy component is a choice of one of the following three courses:
- Minds and Machines (PHIL-UA 5)
- Logic (PHIL-UA 70)
- Philosophy of Language (PHIL-UA 85)

The psychology component consists of four courses (16 points):
- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Cognition (PSYCH-UA 29)
- One course from:
  - Introduction to Psycholinguistics (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)
- One course from:
  - Perception (PSYCH-UA 22)
  - Cognitive Neuroscience (PSYCH-UA 25)
  - Laboratory in Perception (PSYCH-UA 44)
  - Laboratory in Human Cognition (PSYCH-UA 46)
  - Introduction to Psycholinguistics (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)

The tenth course will be an additional course from the lists above that has not already been taken to satisfy the departmental components. Joint majors should consult with the respective directors of undergraduate studies of the participating departments.

**Minor in Linguistics**

Four courses (16 points) in linguistics with a grade of C or better in each course. Courses taken pass/fail do not count. If any course is used to fulfill the major or minor requirements in any other department or program at NYU, it may not be used simultaneously to fulfill the requirements for the linguistics minor.

**Recommended Work outside the Department**

To meet standards currently set in the linguistics field, as well as graduate school admission requirements, students majoring in linguistics are advised to gain competence in the following areas during their undergraduate studies: (1) one or more foreign languages, (2) psychology, for issues of language and the mind, and anthropology, for issues of language and culture, (3) mathematics or logic, for an understanding of modern algebra and mathematical logic, (4) philosophy of language, and (5) one or more computer languages. Majors and minors should avail themselves of the NYU study away programs. Note that any course substitution or transfer credit toward a required course for the major must be confirmed by a letter from the director of undergraduate studies.
Honors in Linguistics

The Department of Linguistics offers an honors track. The requirement for graduation with honors in linguistics is an honors thesis of 40 to 50 pages, typically the culmination of a year’s work, and two advanced courses chosen with the honors thesis advisor.

Students who are excelling in the linguistics major are highly encouraged to develop an honors project as early as the second semester of their sophomore year. It is expected that students who pursue honors work in the Department of Linguistics have sufficient preparation and background (i.e., high-level coursework) in a field of linguistics, which is not always the case for students in the joint majors with French, German, Italian, and Spanish.

Admission to the honors program is by application in the second semester of junior year. To be eligible, a student must have a GPA of 3.65 overall as well as in linguistics. Applications are due to the director of undergraduate studies by April 15 and must include a one- to two-page description of the topic that the student wishes to investigate in the senior thesis. The student must identify a faculty member in the Department of Linguistics who has agreed to supervise the project, and the description of the thesis is written in consultation with this faculty advisor.

Joint Honors

The Department of Linguistics offers joint honors in all programs for which it offers joint majors: language and mind, anthropology and linguistics, French and linguistics, German and linguistics, Italian and linguistics, and Spanish and linguistics.

For the requirements of joint honors in anthropology and linguistics, students should see Professor Renée Blake.

For the requirements of joint honors in language and mind, students should follow the same procedure for honors in linguistics, except that their proposal should identify faculty members from two departments in the language and mind major (linguistics, philosophy, and psychology) who will be co-advisers. The thesis topic must reflect contributions to both disciplines.

Students interested in pursuing joint honors in linguistics and French, German, Italian, or Spanish should consult with the director of undergraduate studies in linguistics, as well as in the language department, in or before the second semester of their junior year.

COURSES

Language
LING-UA 1 Offered every semester. Champollion, Gallagher, Gouskova, Szabolcsi. 4 points.
Language is a social phenomenon, but languages share elaborate and specific structural properties. 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. Introduces fundamental properties of the sound system and of the structure and interpretation of words and sentences against this larger context.

Language and Mind
LING-UA 3 Offered every year. Cournane, Davidson, Marantz, Marcus, McElree, Murphy, Pytkó, Szabolcsi. 4 points.
Introduces the field of cognitive science through an examination of language behavior. Begins with interactive discussions of how best to characterize and study the mind. These principles are then illustrated through an examination of research and theories related to language representation and use. Draws from research in both formal linguistics and psycholinguistics.

Introduction to Semantics
LING-UA 4 Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3), or permission of the instructor. Offered every year. Barker, Champollion, Szabolcsi. 4 points.
Focuses on the compositional semantics of sentences. Introduces set theory, propositional logic, and predicate logic as tools and goes on to investigate the empirical linguistic issues of presuppositions, quantification, scope, and polarity. Points out parallelisms between the nominal and the verbal domains.
Introduction to Psycholinguistics
LING-UA 5 Offered occasionally. 4 points.
Psycholinguistics aims to understand the mental processes that underlie both the representation and acquisition of language. Topics include language acquisition, speech perception, lexical representation and access, sentence production, and the relationship between phonology and orthography.

Patterns in Language
LING-UA 6 No prerequisites. Offered every year.
Bowman, Champollion. 4 points.
Can machines think? Do patterns in online searches predict the spread of the flu? Did Shakespeare really write that sonnet? Scientists use patterns in language to answer these questions, using the same concepts that underlie search engines, automatic translators, speech recognition, spell-checkers, and auto-correction tools. Focuses on the technological and linguistic ideas behind these applications and offers hands-on experience and insight into how they work. No programming experience required.

Formal Languages
LING-UA 7 Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3), or Logic (PHIL-UA 70), or permission of the instructor. Offered occasionally. Champollion, Pryor. 4 points.
Formal language theory is a collection of formal computational methods drawn chiefly from mathematics and computer science. Formal languages can be used to represent the syntax of axiomatic systems studied in the guise of logical calculi, or as models of richer information-encoding systems like natural languages or human cognition. Examines applications in linguistics, philosophy, and computer science, and such topics as set theory, algebra, automata theory, the Chomsky hierarchy, parsing, tree-adjoining grammars, and effective decidability.

Indigenous Languages of the Americas
LING-UA 9 No prerequisites. Offered every other year. Gallagher. 4 points.
Focuses on phonology and phonetics (i.e., sound structure), but also addresses the structure of words and phrases. Topics: bilingualism, language contact, language loss, indigenous language education, literacy, orthography, and language policy. Emphasis on the Quechuan languages of the Andes in South America, spoken in Ecuador, Peru, and Bolivia.

Structure of the Russian Language
LING-UA 10 Prerequisite: Grammatical Analysis (LING-UA 13). Offered occasionally. Harves. 4 points.
An introduction to the morphosyntax of Russian. Students learn how to analyze the underlying structures of this language by using formal tools in syntactic theory. The core areas of Russian grammar: case, aspect, argument structure alternations, topic/ focus structure, negation, binding, control, and wh-movement. No knowledge of Russian required.

Sound and Language
LING-UA 11 Offered every fall. Davidson, Gallagher, Gouskova. 4 points.
Phonetic and phonological theory at an elementary level. Topics include the description and analysis of speech sounds, the anatomy and physiology of speech, speech acoustics, and phonological processes. Students develop skills to distinguish and produce sounds used in the languages of the world and to transcribe them using the International Phonetic Alphabet.

Phonological Analysis
LING-UA 12 Prerequisite: Sound and Language (LING-UA 11) or permission of the instructor. Offered at least every spring. Davidson, Gallagher, Gouskova, Stanton. 4 points.
How languages organize sounds into highly constrained systems. Topics: 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?

Grammatical Analysis
LING-UA 13 Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3), or permission of the instructor. Offered at least every fall. Collins, Harves. 4 points.
What determines the sequencing of words in a given language? How can we explain word-order variation within and across languages? Are there universal syntactic properties common to the grammar of all languages? Presents the modern generative approach to the scientific study of language and systematically develops a model that will account for the most basic syntactic constructions of natural language.

Language Change
LING-UA 14 Offered at least every other year. Guy. 4 points.
The methods of genealogical classification and subgrouping of languages. Examines patterns of replacement in phonology, morphology, and syntax.
Focuses on internal and comparative phonological, morphological, and syntactic reconstruction. Considers phonological developments such as Grimm’s, Grassmann’s, and Verner’s Laws.

**Language and Society**
LING-UA 15 *Identical to SCA-UA 701.*
Offered every fall. Blake, Guy, MacKenzie. 4 points.
Considers contemporary issues in the interaction of language and society, particularly work on speech variation and social structure. How social factors affect language. Topics: language as a social and political entity; regional, social, and ethnic speech varieties; bilingualism; and pidgin and creole languages.

**Grammatical Analysis II**
LING-UA 16 *Prerequisite: Grammatical Analysis (LING-UA 13).* Offered every other year. Collins, Harves, Kayne. 4 points.
Introduces primary literature in syntactic theory and leads to an independent research project. Topics vary: binding theory, control, case theory, constraints on movement, antisymmetry, argument structure and applicatives, ellipsis, derivation by phase, etc.

**Bilingualism**
LING-UA 18 *Offered every fall.* Vrzic. 4 points.
Considers social forces that favor or inhibit bilingualism, as well as the educational consequences of bilingual education (and of monolingual education for bilingual children). Examines the impact of bilingualism on the languages involved. Special attention to code switching, with particular reference to its psycholinguistic and sociolinguistic aspects.

**Advanced Semantics**
LING-UA 19 *Prerequisite: Semantics (LING-UA 4).* Offered every other year. Champollion, Szabolcsi. 4 points.
Builds a solid command of predicate logic and elements of the lambda calculus. Introduces the principles of compositional model theoretic semantics. Analyzes constituent order and a set of specific phenomena, possibly varying from year to year.

**Sex, Gender, and Language**
LING-UA 21 *Identical to SCA-UA 712.*
Offered every spring. Vasvari. 4 points.
How linguistic practices reflect and shape our gender identity. Do women and men talk differently? Are these differences universal or variable across cultures? How does gendered language intersect with race and class-linked language? What impact does gendered language have on social power relationships?

**African American Vernacular English**
LING-UA 23 *Identical to SCA-UA 799.*
Offered every other year. Blake. 4 points.
African American Vernacular English in terms of its linguistic and cultural distinctiveness, both intrasystemically and compared to other dialects of American English. Relates the English vernacular spoken by African Americans in urban settings to creole languages. The history of its expressive uses, and the educational, attitudinal, and social implications connected with the language.

**Languages in Contact**
LING-UA 25 *Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3), or permission of the instructor.* Offered occasionally. 4 points.
Considers the impact that contact can have on existing languages, paying attention to contact that gives rise to new languages and also to the kind that kills languages. Topics: borrowing, bilingualism, language maintenance and language shift, language birth and language death, code switching, diglossia, pidginization and creolization, new Englishes, and mixed languages.

**Language and Liberation: At Home in the Caribbean and Abroad**
LING-UA 26 *Identical to SCA-UA 163.*
Offered every other year. Blake. 4 points.
Explores the linguistic and cultural transformations that took place in the Commonwealth Caribbean from 17th-century slavery and bond servitude to the present day. Discusses the socio-historical conditions that led to the creation of new Caribbean languages called “pidgins” and “creoles.” Examines historical and current relationship of English-based creoles to their social, cultural, political, and literary/expressive contexts and aspects.

**Grammatical Diversity**
LING-UA 27 *Prerequisite: Grammatical Analysis (LING-UA 13) or permission of the instructor.* Offered occasionally. Collins, Kayne. 4 points.
Introduces the syntax of languages quite different from English, from various parts of the world. Considers what they may have in common with English and with each other and how to characterize the ways in which they differ from English and from each other.
Morphology
LING-UA 29 Offered occasionally. Gouskova, Marantz. 4 points.
Introduces rules for composing words and sentences from the smallest units of linguistic combination (morphemes). Why can the same message be expressed in one word in some languages but require an entire sentence in others? Why do the shapes of prefixes, suffixes, and roots change depending on their semantic and phonological context? What rules do different languages use for forming new words? No previous background in linguistics is required.

Language in Latin America
LING-UA 30 Offered every other year. Guy. 4 points.
How and why American varieties of Spanish and Portuguese differ from European varieties, as well as the distribution and nature of dialect differences throughout the Americas. Examines sociolinguistic issues: class and ethnic differences in language, the origin and development of standard and nonstandard varieties, and the effects of contact with Amerindian and African languages. Considers Spanish- and Portuguese-based creoles and the question of prior creolization.

Writing Systems of the World
LING-UA 33 Offered occasionally. 4 points.
Discusses how various writing systems relate to language and questions whether writing affects language. 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. Traces the evolution of writing.

The Syntax/Semantics Interface: Hungarian
LING-UA 37 Prerequisite: Grammatical Analysis (LING-UA 13) or permission of the instructor. Introduction to Semantics (LING-UA 4) is recommended but not required. Offered occasionally. Szabolcsi. 4 points.
In Hungarian word order transparently identifies the topic and the focus of the sentence and disambiguates the scopes of operators such as “always,” “not,” and “everyone.” Studies Hungarian from the perspective of theoretical linguistics and asks what this language tells us about how the syntax/semantics interface works in universal grammar.

Pidgin and Creole Languages
LING-UA 38 Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3), or permission of the instructor. Offered occasionally. 4 points.
Addresses three questions: (1) how pidgins/creoles (P/Cs) come into being, (2) why P/Cs have the properties they do, and (3) why P/Cs—regardless of the circumstances of their genesis—share so many features. Examines P/Cs vis-a-vis other types of languages.

Language in Use
LING-UA 41 Offered occasionally. Guy. 4 points.
We consider theoretical issues, such as how to model diversity in language use, and methodological issues, such as how to study language change while it is under way. We study appropriate quantitative methods for investigating variation across linguistic contexts, speakers, settings, and time.

Romance Syntax
LING-UA 42 Prerequisite: Grammatical Analysis (LING-UA 13) or permission of the instructor. Offered occasionally. Kayne. 4 points.
Introduces the syntax of Romance languages, primarily French, Italian, and Spanish, but also various Romance dialects. Considers what they have in common with each other (and with English) and how best to characterize the ways in which they differ from each other (and from English).

Neural Bases of Language
LING-UA 43 Identical to PSYCH-UA 300. Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3), PSYCH-UA 25, PSYCH-UA 29, or permission of the instructor. Offered every other year. Pylkkänen. 4 points.
A state-of-the-art survey of the cognitive neuroscience of language, a rapidly developing multidisciplinary field at the intersection of linguistics, psycholinguistics, and neuroscience. Covers all aspects of language processing in the healthy brain, from early sensory perception to sentence-level semantic interpretation, as well as a range of neurological and development language disorders.

Field Methods
LING-UA 44 Identical to LING-GA 44. Prerequisite: Sound and Language (LING-UA 11) and either Phonological Analysis (LING-UA 12) or Grammatical Analysis (LING-UA 13), or permission of the instructor. Offered every year. Collins, Gallagher, Gouskova. 4 points.
Students interview a native speaker of an unfamiliar language to study all aspects of the language’s grammar: phonetics, phonology, morphology,
syntax, semantics. We evaluate and organize real, nonidealized linguistic data and formulate generalizations that serve as the basis for research.

**African American English II: Language and Education**
LING-UA 46 Identical to SCA-UA 800. Offered occasionally. Blake. 4 points.
Contemporary, social, linguistic, and educational issues that arise for speakers of African American English in the United States. Topics: a history of African American language behavior, politics and policies around the language, teacher education, language attitudes, culture and curriculum, and controversies about African American English in the schools.

**The Language of America's Ethnic Minorities**
LING-UA 47 Offered every other year. Blake. 4 points.
Examines the role of language in communities in the United States, specifically within African American, Asian American, Latino, and Native American populations. Explores the relationship of language to culture, race, and ethnicity. Looks for similarities and differences across these communities and considers the role that language experiences play in current models of race and ethnicity.

**Linguistics as Cognitive Science**
LING-UA 48 Identical to LING-GA 48. Prerequisite: permission of the instructor. Offered every other year. Marantz. 4 points.
Approaches from linguistics, philosophy, and psychology. Topics: the evidence for constructing grammars, the interpretation of grammatical rules as cognitive or neural operations, the significance of neo-behaviorist approaches to language and computational modeling for a cognitive theory of language, the connection between linguistics theory and genetics, and the importance of sociocultural and historical variation for understanding the nature of language.

**Endangered Languages**
LING-UA 50 Offered occasionally. Collins. 4 points.
Why do languages die? If a language dies, does a culture die with it? How is the structure of a language affected by language death? Why should we care about language endangerment? Is there anything we can do about it? Students “adopt” an endangered language and research it extensively throughout the semester.

**Learning to Speak: The First- and Second-Language Acquisition of Sound**
LING-UA 54 Prerequisite: Sound and Language (LING-UA 11) or Phonological Analysis (LING-UA 12). Offered Occasionally. Davidson. 4 points.
We discuss scientific data from both first- and second-language acquisition of sound systems to understand how they differ, and how humans learn language both in infancy and adulthood. Presupposes an introduction to phonetics, phonology, and/or psycholinguistics.

**Introduction to Morphology at an Advanced Level**
LING-UA 55 Identical to LING-GA 1029. Prerequisites: Sound and Language (LING-UA 11) and Phonological Analysis (LING-UA 12). Offered occasionally. Gouskova, Marantz. 4 points.
The building blocks of words and sentences: the atomic units of word structure, their hierarchical and linear arrangement, and their phonological realization(s). An introduction to fundamental issues including allomorphy, morpheme order, paradigm structure, blocking, and cyclicity. Interactions of morphology with syntax, phonology, semantics, and variation.

**English Dialects**
LING-UA 57 Offered every year. MacKenzie. 4 points.
Regional dialects of English in the United States and abroad. Dialect variation is studied on many linguistic levels, from word choice to the pronunciation of vowels to the construction of sentences. Topics include the fundamentals of dialectology, the historical development of regional dialects, mechanisms of language change, and social evaluation of dialects. Connections are made to techniques of quantitative data analysis, practical applications of dialectology, and the importance of dialect data for the development of (socio)linguistic theory.

**First Language Acquisition**
LING-UA 59 Prerequisite: Language (LING-UA 1) or Language and Mind (LING-UA 3). Offered every year. Cournane. 4 points.
Linguistic development from birth to early school age, examining monolingual, bilingual, and atypical (e.g., autistic, Specific Language Impairment) populations. Focuses first on development in the individual linguistic domains of phonology, vocabulary, morphology, syntax, semantics, and pragmatics and then examines deeper theoretical and experimental approaches to
language acquisition, with a focus on primary literature and active debates in the field.

**Seminar: Research on Current Problems in Linguistics**
LING-UA 102 Prerequisite: permission of the instructor. Offered occasionally. 4 points.
Course content varies.

**Internship**
LING-UA 980, 981 Prerequisite: permission of the director of undergraduate studies. In the term prior to the internship, the student must present a written description of the proposed internship that clearly indicates the linguistic content of the project.
1 to 4 points per term.

**Independent Study**
LING-UA 997, 998 Prerequisite: permission of the director of undergraduate studies. 1 to 4 points per term.
MINOR IN

Literature in Translation

This minor is for students who have an interest in the literature of several different countries and/or cultures and wish to explore that literature through English translation. The minor consists of four courses (16 points) taught in English with a focus on foreign (i.e., not originally written in English) literature offered by participating CAS disciplines (classics, comparative literature, dramatic literature, East Asian studies, English, French, German, Hebrew and Judaic studies, Italian, Middle Eastern and Islamic studies, Russian and Slavic studies, Spanish and Portuguese). A student majoring in a specific language cannot take courses in his or her home department for this minor. In addition, a student must take courses from at least two different departments for this minor, with no more than two courses from the same department. No grade lower than a C counts toward this minor. This minor is declared and advised through the Department of French.

Adviser
Associate Professor Cortade

The following are courses in literature in translation:

- Courses in foreign literature taught in English translation and listed under the relevant foreign language departments, such as The Comedies of Greece and Rome (CLASS-UA 144) or Women Writers in France (FREN-UA 835).
- The courses History of Drama and Theatre I, II (DRLIT-UA 110, 111), offered by the Department of Dramatic Literature, in addition to relevant courses cross-listed with the Department of English or with foreign language departments.

Please see individual department sections in this Bulletin for courses and descriptions.
The undergraduate division of the Department of Mathematics offers a wide variety of courses in both pure and applied mathematics. Faculty are members of the University’s Courant Institute of Mathematical Sciences, noted for its advanced training and research programs that emphasize the applications of mathematics to technology and other branches of science.

In addition to the mathematics major, joint programs are available in mathematics and (1) computer science, (2) economics, and (3) engineering. These majors also lead to the B.A. degree in four years, with the exception of the engineering option, which leads to the B.S. degree from the College of Arts and Science and the B.S. degree from the NYU Tandon School of Engineering in five years. An accelerated, five-year B.A. and M.S. mathematics program is offered with the Graduate School of Arts and Science, as well as an M.A. in mathematics education program with Steinhardt. The department also provides honors programs in (1) mathematics and (2) mathematics and computer science for outstanding students. In addition, independent study courses are available for students with special interests.

Mathematics majors are encouraged to spend a semester studying away. Currently, mathematics courses are offered at NYU Abu Dhabi, NYU Berlin, NYU London, and NYU Shanghai.

**FACULTY**

**Professors Emeriti**
Berman, Childress, Edwards, Greenleaf, Hausner, Hoppensteadt, Karal, Lax, Nirenberg, Novikoff, Pollack, Ting, Weitner, Widlund

**Global Distinguished Professors of Mathematics**
Trefethen, Zeitouni

**Jay Gould Professor of Mathematics**
Gromov

**Silver Professors; Professors of Mathematics**
Berger, Bogomolov, Cappell, Cheeger, Deift, Greengard, Kohn, Lin, McKean, McLaughlin, Newman, Overton, Peskin, Serfaty, Spencer, Wright, Young

**Professors**

**Associate Professors**
Armstrong, Baktin, Bourgade, Chen, Donev, Gerber, Hang, Hirutka, Rangan, Smith, Stadler, Young

**Assistant Professors**
Bandera, Cerfon, Fernandez-Granda, Giannakis, Holmes-Cerfon, O’Neill, Ristroph

**Clinical Professors**
Kolm, Leingang

**Clinical Associate Professor**
Kalaycioglu

**Clinical Assistant Professors**
Bhat, Clarkson, Hammoud, Majmudar, Oveys, Patel, Shum, Sondjaja

**Visiting Professor**
Yilmaz

**Courant Instructors**

**Visiting Instructor**
Pang

**Affiliated Faculty**
Fine, Horn, Jones, Ok, Schlick, Shapley, Sidoravicius, Simoncelli, Sodickson, Sokal, Tuckerman

**CAS Mathematics Requirement (Quantitative Reasoning)**
To satisfy the College Core Curriculum requirement in Quantitative Reasoning (QR), all College of Arts and Science students must either take one semester of an approved course with mathematical content, or present qualifying advanced standing credit or SAT Subject Examination scores to exempt from the requirement.

(There is no CAS examination to exempt students from QR.)
Advanced Placement (AP), International Baccalaureate (IB; HL only), and Advanced Level (A Level; not AS) credit in calculus, statistics, and mathematics satisfies the QR requirement, as does similar credit in selected international examinations. Consult the admission section of this Bulletin or a CAS adviser for details on which approved examinations and minimum scores confer credit. In addition, a score of 700 or higher on the SAT Subject Examination in Mathematics (either level 1 or 2) satisfies the Core QR requirement (no credit is awarded).

Students in the following majors or tracks of study are required to take calculus and/or statistics courses which also satisfy the Core QR requirement: computer science, economics, engineering, global public health, international relations, mathematics, the natural sciences, the prehealth track, psychology, and sociology. (These areas of study differ in whether and how they accept advanced standing credit toward their quantitative requirements; consult the appropriate sections of this Bulletin.)

CAS students who are not pursuing one of these courses of study, and who cannot present advanced standing credit or SAT Subject Examination scores for exemption from the QR requirement, must take one of the Quantitative Reasoning (CORE-UA 1XX) courses offered in the College Core Curriculum. Alternatively, students who meet the prerequisites or take a placement exam may register for an appropriate calculus course at the level of Calculus I (MATH-UA 121) or above. Other CAS courses that satisfy the QR requirement (in statistics, e.g.) are posted on the Core Curriculum website, cas.nyu.edu/core.

Placement into Calculus Courses
Students meeting any of the following criteria may enter Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211). The latter course is intended for majors in economics.

- SAT general test mathematics score of 670 or higher (for SAT taken in and after March 2016) or 650 or higher (for SAT taken before March 2016)
- SAT Subject Examination in Mathematics (level 1 or level 2) score of 650 or higher
- ACT mathematics score of 30 or higher
- Advanced Placement (AP) Calculus AB exam score of 3 or higher (must be 4 or 5 to earn credit)
- AB subscore on the AP Calculus BC exam of 3 or higher (must be 4 or 5 to earn credit)
- AP Calculus BC exam score of 3 or higher (must be 4 or 5 to earn credit)
- A Level Mathematics score of C or higher (must be B or higher to earn credit; anyone who took Further Mathematics should consult the mathematics department for placement)
- AS Level Mathematics score of B or higher (no credit is awarded for AS exams)
- International Baccalaureate (IB) HL Mathematics score of 5 or higher (must be 6 or higher to earn credit)
- IB SL Mathematics score of 6 or higher (no credit is awarded for SL exams)
- IB SL Mathematics Studies score of 7 (no credit is awarded for SL exams)
- Algebra and Calculus (MATH-UA 9) with a grade of C or higher, or equivalent
- Passing score on the departmental calculus placement exam

Students who do not meet any of these prerequisites must take Algebra and Calculus (MATH-UA 9) before proceeding to Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211)

Advanced Placement with Credit
Freshmen seeking advanced placement in the mathematics major or minor may present results of the Advanced Placement (AP) Calculus AB or BC Examination.

- A student who earns a 4 or 5 on the Calculus AB exam (or AB subscore) or a 4 on the Calculus BC exam will receive 4 points equivalent to Calculus I (MATH-UA 121) and will be placed into Calculus II (MATH-UA 122).
- A student who earns a score of 5 on the Calculus BC exam will receive 8 points, equivalent to both Calculus I (MATH-UA 121) and Calculus II (MATH-UA 122), and will be placed into Calculus III (MATH-UA 123).

For calculus equivalencies and placement for advanced standing credit in mathematics from International
Baccalaureate (HL only), A Level, and other approved international examinations, please consult the admission section of this Bulletin or the Department of Mathematics.

**Advanced Placement without Credit**
The department periodically gives its own advanced placement exams for students who know the material covered in Calculus I (MATH-UA 121) and/or Calculus II (MATH-UA 122) and who wish to enter Calculus II (MATH-UA 122) or Calculus III (MATH-UA 123). There is also an examination to pass out of Calculus III (MATH-UA 123). If a student passes any of these exams, he or she is placed into the next course of the sequence; however, no college credit is given for the courses that are skipped.

**Major in Mathematics**
The major consists of thirteen 4-point courses (52 points) numbered MATH-UA 120 or higher.

**Calculus and Linear Algebra Requirement**
- Calculus I (MATH-UA 121) or advanced standing credit
- Calculus II (MATH-UA 122) or advanced standing credit
- Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148)

**Analysis and Algebra Requirement**
- Analysis (MATH-UA 325)
- Algebra (MATH-UA 343)

Either of these courses can be substituted by its more intensive counterpart:
- Honors Analysis I (MATH-UA 328)
- Honors Algebra I (MATH-UA 348)

Students are strongly advised to take Analysis before Algebra.

**Advanced Electives Requirement**
The remaining seven courses must include at least three of the following:
- Theory of Probability (MATH-UA 233)
- Mathematical Statistics (MATH-UA 234)
- Numerical Analysis (MATH-UA 252)
- Partial Differential Equations (MATH-UA 263)
- Functions of a Complex Variable (MATH-UA 282)
- Honors Analysis II (MATH-UA 329)
- Honors Algebra II (MATH-UA 349)
- Differential Geometry (MATH-UA 377)
- Honors I (MATH-UA 393)
- Honors II (MATH-UA 394)
- Honors III (MATH-UA 397)
- Honors IV (MATH-UA 398)

**Policies Applying to the Major in Mathematics**
- Mathematics for Economics I, II, III (MATH-UA 211, 212, 213) do not count toward the major in mathematics as substitutions for the Calculus I, II, III sequence (MATH-UA 121, 122, 123). Exceptions may be made for students who have already taken Mathematics for Economics for their declared or intended economics major; they must seek the approval of the Department of Mathematics for this substitution. All other students must follow the regular calculus sequence. Students may not register simultaneously for separate courses within the two sequences.
- Transformations and Geometries (MATH-UA 270) does not count toward the major.
- Up to two computer science courses numbered CSCI-UA 101 or higher, or up to two graduate data science
(DS-GA) courses, may be counted toward the thirteen courses required for the major. The prerequisites for DS-GA courses are Calculus III (MATH-UA 123), Linear Algebra (MATH-UA 140), and programming experience in Python (preferred) or MATLAB. Probability is a recommended prerequisite.

- Students who complete the prehealth program may substitute at most two MATH-UA courses by any two of the following: General Physics I, II (PHYS-UA 11, 12) or Physics I, II (PHYS-UA 91, 93).
- However, if these physics courses are used towards the mathematics major, the computer science or data science courses will not apply towards the major.
- Students may double-count no more than two courses toward both the mathematics major and the requirements of another major or minor.
- Courses graded Pass/Fail cannot count toward the major. A grade of C or better is required in all courses used to fulfill major requirements. In addition, majors must maintain a 2.0 mathematics GPA.
- Students may petition to enroll in graduate mathematics courses and apply them to the undergraduate major. Permission is not granted until the student has completed Analysis (MATH-UA 325) and the available undergraduate course(s) on the same topic.
- All mathematics majors and minors are required to see an undergraduate faculty adviser to review their course of study and be advised on appropriate courses for each term. Inquire at the department office, Warren Weaver Hall, 251 Mercer Street, Room 625 or 626, or call 212-998-3005 for more information.

### Joint Major in Computer Science and Mathematics

This is an interdisciplinary major (eighteen courses/72 points) offered by the Department of Computer Science with the Department of Mathematics. Students must complete one CSCI-UA course with a recorded grade of C or better before they can declare this joint major (this policy applies to all NYU students, not just to those matriculated in CAS).

Students may double-count no more than two courses towards both this joint major and the requirements of another major or minor. A grade of C or better is necessary in all courses used to fulfill joint major requirements (courses taken under the pass/fail option cannot be counted toward the major). Interested students should consult with the director of undergraduate studies in both departments for additional information.

The mathematics requirements (ten courses/40 points) are as follows. Note that students must choose one calculus sequence or the other and cannot mix courses from both; they also cannot register simultaneously for separate courses within the two sequences. The Calculus sequence is the preferred sequence for this joint major.

- Discrete Mathematics (MATH-UA 120)
- Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211)
- Calculus II (MATH-UA 122) or Mathematics for Economics II (MATH-UA 212)
- Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213)
- Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148)
- Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328)
- Algebra (MATH-UA 343) or Honors Algebra I (MATH-UA 348)
- The remaining three mathematics courses must include two of the following: Theory of Probability (MATH-UA 233), Mathematical Statistics (MATH-UA 234), Mathematical Modeling (MATH-UA 251), Numerical Analysis (MATH-UA 252), Partial Differential Equations (MATH-UA 263), Functions of a Complex Variable (MATH-UA 282), Honors Analysis II (MATH-UA 329), Honors Algebra II (MATH-UA 349), or Differential Geometry (MATH-UA 377).
- All mathematics electives for the joint major must be numbered MATH-UA 120 or higher, and may not include Transformations and Geometries (MATH-UA 270).

The computer science requirements (eight courses/32 points) are as follows:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
- Computer Systems Organization (CSCI-UA 201)
- Operating Systems (CSCI-UA 202)
- Basic Algorithms (CSCI-UA 310)
• Numerical Computing (CSCI-UA 421)
• Two computer science electives at the 400 level

Students who take Numerical Analysis (MATH-UA 252) as one of their math electives for this major must contact the director of undergraduate studies in computer science before registering for Numerical Computing (CSCI-UA 421).

Joint Major in Economics and Mathematics
An interdisciplinary major (eighteen courses/72 points) offered jointly by the Departments of Economics and Mathematics. In the economics department, joint majors with mathematics must follow the theory concentration. Nine courses must be taken in each department. Students may double-count no more than two courses towards both this joint major and the requirements of another major or minor. Courses taken under the pass/fail option cannot be counted toward the major. A grade of C or better is necessary in all courses used to fulfill joint major requirements. Interested students should consult with the director of undergraduate studies in both departments for additional information.

The nine mathematics courses (36 points) must all be numbered MATH-UA 120 or higher, and must include these five courses. Note that students must choose one calculus sequence or the other and cannot take courses from both; the Mathematics for Economics sequence is the preferred sequence for this joint major. Students also cannot register simultaneously for separate courses within the two sequences.

• Mathematics for Economics I (MATH-UA 211) or Calculus I (MATH-UA 121)
• Mathematics for Economics II (MATH-UA 212) or Calculus II (MATH-UA 122)
• Mathematics for Economics III (MATH-UA 213) or Calculus III (MATH-UA 123)
• Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148)
• Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328)
• Four additional courses must be completed from the following choices: Theory of Probability (MATH-UA 233), Mathematical Statistics (MATH-UA 234), Probability and Statistics (MATH-UA 235), Combinatorics (MATH-UA 240), Theory of Numbers (MATH-UA 248), Mathematics of Finance (MATH-UA 250), Mathematical Modeling (MATH-UA 251), Numerical Analysis (MATH-UA 252), Ordinary Differential Equations (MATH-UA 262), Partial Differential Equations (MATH-UA 263), Chaos and Dynamical Systems (MATH-UA 264), Functions of a Complex Variable (MATH-UA 282), Honors Analysis II (MATH-UA 329), or Algebra (MATH-UA 343) or Honors Algebra I (MATH-UA 348).

The economics requirements (nine courses/36 points) are as follows:

• Introduction to Macroeconomics (ECON-UA 1)
• Introduction to Microeconomics (ECON-UA 2)
• Microeconomics (ECON-UA 11)
• Macroeconomics (ECON-UA 13)
• Analytical Statistics (ECON-UA 20), if not taking Mathematical Statistics (MATH-UA 234)
• Introduction to Econometrics (ECON-UA 266)
• Plus any three economics elective courses, at least two of which must be theory electives numbered ECON-UA 300 to 399. Note that students who take MATH-UA 234 instead of ECON-UA 20 for the statistics requirement must take a total of four ECON-UA electives.

Minor in Mathematics
The requirements are four 4-point courses (16 points) in the department, numbered MATH-UA 120 or higher. Courses from the sequences Calculus I, II, III (MATH-UA 121, 122, 123) and Math for Economics I, II, III (MATH-UA 211, 212, 213) cannot both be applied to the mathematics minor; students must choose one calculus sequence or the other and cannot take courses from both. They also cannot register simultaneously for separate courses within the two sequences. Although courses transferred from other colleges may count towards the minor with departmental approval, at least two courses for the minor must be taken at New York University.

Students pursuing majors that require mathematics courses may follow this minor, as long as two of the four courses do not apply simultaneously to the requirements for their major.
Courses taken under the pass/fail option are not counted toward the minor. A grade of C or better is required in all courses counting for the minor. Advisers are available for consultation on minor requirements before and during registration; students should consult an adviser if they have any doubt about which courses fulfill their requirements.

**Joint Minor in Computer Science and Mathematics**

The requirements are these four courses (16 points):

- Calculus I and II (MATH-UA 121, 122), or Mathematics for Economics I and II (MATH-UA 211, 212). Students must choose one calculus sequence or the other and cannot take courses from both. They also cannot register simultaneously for separate courses within the two sequences.
- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)

Students must complete one CSCI-UA course with a recorded grade of C or better before they can declare this joint minor (this policy applies to all NYU students, not just to those matriculated in CAS). A grade of C or better is required for courses to count toward the minor. Courses taken under the pass/fail option are not counted towards the minor. Students who wish to double-count courses for the minor and another requirement may count at most two such courses toward the minor. At least two of the courses in total and at least one of the math courses must be taken in residence at New York University.

**Minor in Advanced Mathematical Methods (for Students in Stern)**

The advanced mathematical methods minor (open only to Stern undergraduates) consists of four courses (typically 15 points) completed with a grade of C or better. It provides students with mathematical tools to handle complex business problems. The requirements are as follows:

- Linear Algebra (MATH-UA 140)
- Numerical Analysis (MATH-UA 252) or Numerical Methods I (MATH-GA 2010)
- Introduction to the Theory of Probability (STAT-UB 14)
- One course chosen from:
  - Ordinary Differential Equations (MATH-UA 262)
  - Partial Differential Equations (MATH-UA 263)
  - Analysis (MATH-UA 325)
  - Statistical Inference and Regression Analysis (STAT-UB 15)
  - Introduction to Stochastic Processes (STAT-UB 21)

Students must take at least one Stern course (typically 3 points) to complete the minor. If a student has completed a CAS course in probability, STAT-UB 14 should not be taken. Either STAT-UB 15 or STAT-UB 21 should be substituted. Students who have the equivalent of MATH-UA 140 should substitute a more advanced course from the list above.

**Honors Program in Mathematics**

The honors program is designed for students with a strong commitment to mathematics and is recommended for those who intend to pursue graduate study in this field. The requirements for admission into the honors program are (1) a GPA of 3.65 or higher in the major (including joint honors requirements), (2) an overall GPA of 3.65 or better, and (3) approval of the director of the honors program. Interested students should consult with the faculty honors adviser, Professor Cerfon.

Like the regular major, the honors major consists of thirteen 4-point courses (52 points). However, students in the honors program must fulfill the requirements of the regular program together with the following additional requirements.

**Honors electives:** Honors majors must take at least four of the following 4-point courses:

- Honors Analysis I (MATH-UA 328)
- Honors Analysis II (MATH-UA 329)
• Honors Algebra I (MATH-UA 348)
• Honors Algebra II (MATH-UA 349)
• Honors I (MATH-UA 393)
• Honors II (MATH-UA 394)
• Honors III (MATH-UA 397)
• Honors IV (MATH-UA 398)

Where applicable, the same course counts toward both the advanced electives requirement of the regular major and the honors electives. Students who have taken Analysis (MATH-UA 325) or Algebra (MATH-UA 343) may not take the corresponding Honors Analysis I (MATH-UA 328) or Honors Algebra I (MATH-UA 348) to fulfill this requirement.

Honors research project: Honors students must also complete a senior research project and present it at the College’s Undergraduate Research Conference in the spring. Students must register for two semesters of independent study (MATH-UA 997, 998) under faculty supervision, and obtain approval of their research project from the faculty honors advisor, director of undergraduate studies, or vice chair of undergraduate affairs. The research project can also be completed through the mathematics summer research program (S.U.R.E.). Students who participate in this program are required to present their research at the undergraduate research forum at Courant in the fall semester of their senior year.

Joint Honors Program in Computer Science and Mathematics
This is a twenty-course (80-point) interdisciplinary major offered by the Departments of Computer Science and Mathematics. The mathematics requirements (ten courses/40 points) are as follows (students must choose one calculus sequence and cannot mix courses from the two tracks):
• Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211)
• Calculus II (MATH-UA 122) or Mathematics for Economics II (MATH-UA 212)
• Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213)
• Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148)
• Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328)
• Honors Analysis II (MATH-UA 329)
• Algebra (MATH-UA 343) or Honors Algebra I (MATH-UA 348)
• Honors Algebra II (MATH-UA 349)
• Two honors courses chosen from Honors I (MATH-UA 393), Honors II (MATH-UA 394), Honors III (MATH-UA 397), or Honors IV (MATH-UA 398).

The computer science requirements (ten courses/40 points) are as follows:
• Introduction to Computer Science (CSCI-UA 101)
• Data Structures (CSCI-UA 102)
• Computer Systems Organization (CSCI-UA 201)
• Operating Systems (CSCI-UA 202)
• Basic Algorithms (CSCI-UA 310)
• Numerical Computing (CSCI-UA 421)
• Theory of Computation (CSCI-UA 453)
• Three computer science courses listed at the CSCI-UA 400 level

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 dedicate 10 to 20 hours per week toward their research.

Accelerated B.A./M.S. Program in Mathematics
The College and the Graduate School of Arts and Science offer students the opportunity to obtain both bachelor’s and master’s degrees in mathematics in five years. Qualifying students are accepted into the program toward the end of the sophomore year or during the junior year before they reach 96 credits. Students must
have a minimum 3.50 GPA in order to qualify for acceptance. During their last few undergraduate semesters, students must accelerate by taking one quarter of their graduate courses during regular terms and/or during the summer. Students in the program must satisfy all requirements of both the bachelor's and master's degrees; there is no double-counting of courses. In 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. For more information, please contact the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

**Joint B.S./B.S. Program in Mathematics and Engineering**

The College of Arts and Science, in cooperation with the NYU Tandon School of Engineering, offers a joint B.S./B.S. program in engineering. Students in the program receive the B.S. degree in mathematics from CAS and the B.S. degree in either civil, computer, electrical, or mechanical engineering from the Tandon School of Engineering. Joint mathematics/engineering students must complete the 13-course mathematics major. Students are allowed to substitute Introduction to Computer Science and Data Structures (CSCI-UA 101 and 102), or Physics I and II (PHYS-UA 91 and 93), for a maximum of two mathematics major courses. Further information and advisement are available from the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

**Study Away**

Students majoring and minoring in the Department of Mathematics can spend a semester studying abroad at one of the many academic centers run by NYU Global Programs. Currently, mathematics can be studied at NYU Berlin, NYU London, NYU Abu Dhabi, and NYU Shanghai. Students planning study away should make their plans and speak to an adviser early in their NYU careers.

**Departmental Activities**

**Mathematics Society**

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 as well as attending conferences.

**Association for Women in Mathematics (AWM)**

The mission and purpose of AWM’s NYU chapter is to increase interest in the mathematical sciences and their applications in various industries. It focuses on mentoring, encouraging and bringing together women undergraduates in mathematics to increase the visibility of women and their contributions in the discipline.

**William Lowell Putnam Competition**

The department participates in this annual competition open to all undergraduate mathematics students in the United States and Canada. Interested students should contact the department as early as possible in the school year, as the contest takes place in early December. A series of preparation sessions is held under the supervision of mathematics faculty.

**Mathematical Contest in Modeling (MCM)**

In this contest, teams of undergraduates use mathematical modeling to present their solutions to real-world problems. Interested students should contact the department as early as possible in the school year.

**Interdisciplinary Contest in Modeling (ICM)**

An international contest for high school students and college undergraduates (an extension of the MCM) designed to develop problem-solving skills and competence in written communication. Registration for ICM is via MCM.

**Peer Mentor Program**

The mathematics department has an active peer mentor program for mathematics majors. The program is designed to assist new students in making the transition to the mathematics major and life at NYU. If interested in becoming a mentor or mentee, please contact the department.
S.U.R.E. Program
Since the spring 2000 semester, the department has sponsored a number of summer research experiences (S.U.R.E.) for a selected number of undergraduate math majors. The Summer Undergraduate Research Experience is aimed at mathematics students in their junior year. The project ends with a written report and an oral presentation in the beginning of the fall semester. Funding is limited and student participants are chosen by a faculty committee based on grades, coursework, and “fit” between their research interests and those of the supervising faculty. Applications are considered more highly if students have a faculty mentor and research topic.

Awards
Departmental awards include the Mathematics Award, the Hollis Cooley Memorial Prize, the Perley Lenwood Thorne Medal, and the Mathematics Award for Academic Achievement. Please see descriptions under honors and awards in this Bulletin.

COURSES

Algebra and Calculus
MATH-UA 9 Prerequisite: high school mathematics or permission of the department. Offered every term. 4 points.
Intensive study of intermediate algebra and trigonometry. Topics include algebraic, exponential, logarithmic, and trigonometric functions and their graphs.

Discrete Mathematics
MATH-UA 120 Prerequisite: Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211) with a grade of C or better, or permission of the department. Offered every term. 4 points.

Calculus I
MATH-UA 121 Prerequisite: a score of 670 or higher on the mathematics portion of the SAT (650 for scores before March 2016) or 650 on either SAT Subject Test in Mathematics, an ACT mathematics score of 30 or higher, a score of 3 or higher on the AP Calculus AB exam or AB subscore, a score of 3 or higher on the AP Calculus BC exam, a grade of C or higher in Algebra and Calculus (MATH-UA 9) or equivalent, or a passing score on the departmental placement exam. Offered every term. 4 points.
Derivatives, antiderivatives, and integrals of functions of one variable. Applications include graphing, maximizing, and minimizing functions. Definite integrals and the fundamental theorem of calculus. Areas and volumes.

Calculus II
MATH-UA 122 Prerequisite: Calculus I (MATH-UA 121) or equivalent with a grade of C or better, a score of 4 or higher on the AP Calculus AB or BC exam, or a passing score on the departmental placement exam. Offered every term. 4 points.

Calculus III
MATH-UA 123 Prerequisite: Calculus II (MATH-UA 122) or equivalent with a grade of C or better, a score of 5 on the AP Calculus BC exam, or a passing score on the departmental placement exam. Offered every term. 4 points.

Set Theory
MATH-UA 130 Identical to PHIL-UA 73. 4 points.
Boolean operations on sets; set-theoretic representation of relations, functions, and orderings; the natural numbers; theory of transfinite cardinal and ordinal numbers; the axiom of choice and its equivalents; and the foundations of analysis. May also cover large cardinals or independence results.

Linear Algebra
MATH-UA 140 Prerequisite: Calculus I (MATH-UA 121) or Math for Economics I (MATH-UA 211) (for economics majors) with a grade of C or better, or equivalent. Offered every term. 4 points.

**Introduction to Computer Simulation**
MATH-UA 144 Identical to CSCI-UA 330. 
Prerequisite: Calculus I (MATH-UA 121) or Math for Economics II (MATH-UA 212) (for economics majors) with a grade of C or better, and General Physics I (PHYS-UA 11). Offered in the spring. 4 points.
Simulations of planetary orbits, epidemic and endemic disease, musical stringed instruments, and urban traffic flow. Simulations are based on mathematical models, numerical methods, and Matlab programming techniques taught in class. Emphasizes use of animation (and sound where appropriate).

**Honors Linear Algebra**
MATH-UA 148 Prerequisite: A grade of A-minus or better in Calculus I (MATH-UA 121) or Math for Economics I (MATH-UA 211) (for economics majors) or equivalent. Offered every term. 4 points.
Intended for well-prepared students who have already developed some mathematical maturity. Includes usual Linear Algebra (MATH-UA 140) topics, but is accelerated, covers additional topics, and delves more deeply. Vector spaces, linear dependence, basis and dimension, matrices, determinants, solving linear equations, eigenvalues and eigenvectors, quadratic forms, applications such as optimization or linear regression.

**Mathematics for Economics I**
MATH-UA 211 Prerequisite: same as for Calculus I (MATH-UA 121). Only for declared and prospective majors in economics. Economics majors pursuing a double or joint major in mathematics may substitute MATH-UA 211, 212, and 213 for the regular calculus sequence. Cannot apply both standard calculus courses and Mathematics for Economics courses toward the mathematics major. Offered every term. 4 points.
A continuation of Mathematics for Economics I. Matrix algebra; eigenvalues; ordinary differential equations and stability analysis; multivariable integration; and (time permitting) dynamic optimization.

**Mathematics for Economics II**
MATH-UA 212 Prerequisite: completion of Mathematics for Economics I (MATH-UA 211) with a C or higher, or placement by departmental exam. Only for declared and prospective majors in economics. Economics majors pursuing a double or joint major in mathematics may substitute MATH-UA 211, 212, and 213 for the regular calculus sequence. Cannot apply both standard calculus courses and Mathematics for Economics courses toward the mathematics major. Offered every term. 4 points.
Further topics in vector calculus. Vector spaces, matrix analysis, and linear and nonlinear programming with applications to game theory. Provides economics majors who have taken Mathematics for Economics I, II (MATH-UA 211, 212) with prerequisite knowledge for higher-level mathematics courses.

**Vector Analysis**
MATH-UA 224 Prerequisite: a grade of C or better in Analysis (MATH-UA 325). Offered in the spring. 4 points.
Brief review of multivariate calculus: partial derivatives, chain rule, Riemann integral, change of variables, line integrals. Lagrange multipliers. Inverse and implicit function theorems and their applications. Introduction to calculus on manifolds: definition and examples of manifolds, tangent vectors and vector fields, differential forms, exterior derivative, line integrals and integration of forms. Gauss’s and Stokes’s theorems on manifolds.

**Earth’s Atmosphere and Ocean:**
**Fluid Dynamics and Climate**
MATH-UA 228 Identical to ENVST-UA 360.
DEPARTMENT OF MATHEMATICS

Introduction to Fluid Dynamics
MATH-UA 230 Identical to PHYS-UA 180.
Prerequisite: Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) with a grade of C or better. Recommended: Mathematical Physics (PHYS-UA 106). Offered in the spring. 4 points.
Key concepts: formalism of continuum mechanics; conservation of mass, energy, and momentum in a fluid; Euler and Navier-Stokes equations; viscosity and vorticity. Concepts applied to potential flow around a cylinder, propagation of sound and gravity waves, and onset of instability in shear flow.

Mathematical Statistics
MATH-UA 234 Prerequisite: a grade of C or better in Theory of Probability (MATH-UA 233) or equivalent. Not open to students who have taken Probability and Statistics (MATH-UA 235). Offered in the spring. 4 points.
Mathematical foundations and techniques of statistical analysis used in the interpretation of data in quantitative sciences. Mathematical theory of sampling; normal populations and distributions; chi-square, t, and F distributions; hypothesis testing; estimation; confidence intervals; sequential analysis; correlation, regression, and analysis of variance. Applications to the sciences.

Probability and Statistics
MATH-UA 235 Prerequisite: a grade of C or better in Calculus II (MATH-UA 122) or Mathematics for Economics II (MATH-UA 212) (for economics majors) or equivalent. Not open to students who have taken Theory of Probability (MATH-UA 233) or Mathematical Statistics (MATH-UA 234). Offered in the spring. 4 points.
Combination of MATH-UA 233 and 234 at a more elementary level to acquaint students with both probability and statistics in a single term. In probability: mathematical treatment of chance; combinatorics; binomial, Poisson, and Gaussian distributions; law of large numbers and the normal distribution; application to coin-tossing; radioactive decay. In statistics: sampling; normal and other useful distributions; testing of hypotheses; confidence intervals; correlation and regression; applications to scientific, industrial, and financial data.

Combinatorics
MATH-UA 240 Prerequisite: Calculus II (MATH-UA 122) or Mathematics for Economics II (MATH-UA 212) (for economics majors) with a grade of C or better, or equivalent. Offered every spring. 4 points.
Techniques for counting and enumeration, including generating functions, the principle of inclusion and exclusion, and Polya counting. Graph theory. Modern algorithms and data structures for graph theoretic problems.

Theory of Numbers
MATH-UA 248 Prerequisite: Calculus II (MATH-UA 122) or Mathematics for Economics II (MATH-UA 212) (for economics majors) with a grade of C or better, or equivalent. Offered in the fall. 4 points.
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, and applications.

Mathematics of Finance
MATH-UA 250 Prerequisites: Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) and one of the following: Theory of Probability (MATH-UA 233), Mathematical Statistics (MATH-UA 234), Probability and Statistics (MATH-UA 235), Statistics (ECON-UA 18), or Analytical Statistics (ECON-UA 20) with a grade of C or better, and/or permission of the instructor. Offered every term. 4 points.


Introduction to Mathematical Modeling
MATH-UA 251 Prerequisite: a grade of C or better in Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) or permission of the instructor. Offered every term. 4 points.

Dimensional analysis, optimization, simulation, probability, and elementary differential equations are applied to natural and social sciences. Necessary mathematical and scientific background is developed as needed.

Numerical Analysis
MATH-UA 252 Prerequisite: a grade of C or better in both Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148), or equivalent. Offered every term. 4 points.

Computer analysis and solutions of mathematical problems. Theory and practical examples using Matlab are combined to explore topics ranging from simple root-finding procedures to differential equations and the finite element method.

Mathematics in Medicine and Biology
MATH-UA 255 Identical to BIOL-UA 255.
Prerequisites: Calculus I (MATH-UA 121) or Mathematics for Economics II (MATH-UA 212) (for economics majors) and Principles of Biology I (BIOL-UA 11), or permission of the instructor. Offered in the fall. 4 points.

Primarily for prehealth students. Topics include control of the heart, optimal principles in the lung, cell membranes, electrophysiology, countercurrent exchange in the kidney, acid-base balance, cardiac catheterization, and computer diagnosis. Material from the physical sciences is introduced and developed as needed.

Computers in Medicine and Biology
MATH-UA 256 Identical to BIOL-UA 256.
Prerequisite: Mathematics in Medicine and Biology (MATH-UA 255) with a grade of C or better, or permission of the instructor. Familiarity with a programming language such as Pascal, Fortran, or BASIC is recommended. Offered in the spring. 4 points.

Introduces the student of biology or mathematics to the use of computers as tools for modeling physiological phenomena. Construction of computer models (circulation, gas exchange in the lung, control of cell volume, renal countercurrent mechanism). Simulated physiological experiments.

Ordinary Differential Equations
MATH-UA 262 Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148), or equivalent. Offered every term. 4 points.


Partial Differential Equations
MATH-UA 263 Prerequisite: a grade of C or better in Ordinary Differential Equations (MATH-UA 262) or equivalent. Offered every term. 4 points.

The wave equation, the diffusion equation, and Laplace’s equation. Nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics.

Chaos and Dynamical Systems
MATH-UA 264 Prerequisite: a grade of C or better in both Calculus II (MATH-UA 122) or Mathematics for Economics II (MATH-UA 212) (for economics majors) and Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148), or equivalent. Offered in the spring. 4 points.

Dynamics of maps and of first-order and second-order differential equations: stability, bifurcations, limit cycles, and dissection of systems with fast and slow timescales. Geometric viewpoint, including phase planes. Chaotic behavior introduced in the
context of one-variable maps (the logistic), fractal sets, etc. Applications from physics and biology. Computer lab sessions.

Transformations and Geometries
MATH-UA 270 Prerequisite: a grade of C or better in Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) or equivalent. Strongly recommended: Linear Algebra (MATH-UA 140). This course is only open to mathematics education majors and prospective majors; does not count toward the CAS mathematics major or minor. Offered 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
MATH-UA 282 Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148), or equivalent. Offered in the spring. 4 points.


Analysis
MATH-UA 325 Prerequisites: a grade of C or better in Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148), or equivalent. Offered every term. 4 points.

Rigorous analysis on the real line. Topics: the real number system, sequences and series of numbers, functions of a real variable (continuity and differentiability), the Riemann integral, basic topological notions in a metric space, and sequences and series of functions (including Taylor and Fourier series).

Honors Analysis I
MATH-UA 328 Prerequisites: a grade of C or better in Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140), or equivalent. Recommended: the honors section of Calculus III and Honors Linear Algebra (MATH-UA 148). Offered in the fall. 4 points.

Rigorous treatment of the foundations of real analysis in one variable, based entirely on proofs. Topics: properties of the real number system, sequences, continuous functions, topology of the real line, compactness, derivatives, the Riemann integral, sequences of functions, uniform convergence, infinite series, and Fourier series. Additional topics may include: Lebesgue measure and integral on the real line, metric spaces, and analysis on metric spaces.

Honors Analysis II
MATH-UA 329 Prerequisites: a grade of C or better in Honors Analysis I (MATH-UA 328) or a grade of A in Analysis (MATH-UA 325) with permission of instructor. Offered in the spring. 4 points.

Metric spaces, differentiation of functions of several real variables, the implicit and inverse function theorems, Riemann integral on R^n, Lebesgue measure on R^n, the Lebesgue integral.

Algebra
MATH-UA 343 Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148), or equivalent. Offered every term. 4 points.

Introduction to abstract algebraic structures, including groups, rings, and fields. Sets and relations. Congruences and unique factorization of integers. Groups, permutation groups, homomorphisms, and quotient groups. Rings and quotient rings, Euclidean rings, polynomial rings. Fields, finite extensions.

Honors Algebra I
MATH-UA 348 Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148), or equivalent. Offered in the fall. 4 points.

Introduction to abstract algebraic structures, including groups, rings, and fields. Sets and relations. Congruences and unique factorization of integers. Groups, permutation groups, group actions, homomorphisms and quotient groups, direct products, classification of finitely generated abelian groups, Sylow theorems. Rings, ideals and quotient rings, Euclidean rings, polynomial rings, unique factorization.
Honors Algebra II
MATH-UA 349 Prerequisites: a grade of C or better in Honors Algebra I (MATH-UA 348), or a grade of A in Algebra (MATH-UA 343) and permission of instructor. Offered in the spring. 4 points.
Principal ideal domains, polynomial rings in several variables, unique factorization domains. Fields, finite extensions, constructions with ruler and compass, Galois theory, solvability by radicals.

Topology
MATH-UA 375 Prerequisite: a grade of C or better in Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328) or permission of the department. Offered in the spring. 4 points.
Metric spaces, topological spaces, compactness, connectedness. Covering spaces and homotopy groups.

Differential Geometry
MATH-UA 377 Prerequisite: both Calculus III (MATH-UA 123) or Mathematics for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140) or Honors Linear Algebra (MATH-UA 148), or equivalent. Recommended: Analysis (MATH-UA 325) or Honors Analysis (MATH-UA 328). Offered in the spring. 4 points.
The geometry of curves and surfaces in Euclidean space. Frenet formulas, the isoperimetric inequality, local theory of surfaces in Euclidean space, first and second fundamental forms. Gaussian and mean curvature, isometries, geodesics, parallelism, the Gauss-Bonnet Theorem.

Honors I
MATH-UA 393 Prerequisite: permission of the department. Offered in the fall of even years. 4 points. Advanced topics, which vary yearly.

Honors II
MATH-UA 394 Prerequisite: permission of the department. Offered in the spring of odd years. 4 points. Advanced topics, which vary yearly.

Honors III
MATH-UA 397 Prerequisite: permission of the department. Offered in the fall of odd years. 4 points. Advanced topics, which vary yearly.

Honors IV
MATH-UA 398 Prerequisite: permission of the department. Offered in the spring of even years. 4 points. Advanced topics, which vary yearly.

Independent Study
MATH-UA 997, 998 Prerequisite: permission of the department. 2 or 4 points per term.
Students must have a faculty sponsor and submit a research proposal to the director of undergraduate studies.

Graduate Courses Open to Undergraduates
Qualified students may take certain mathematics courses in the Graduate School of Arts and Science (GSAS), provided they obtain permission from the director of undergraduate studies or vice chair for undergraduate affairs. A few such courses are listed below. Students should consult the GSAS Bulletin and the website of the Department of Mathematics for prerequisites, points per course, and descriptions. Please consult the undergraduate website for the prerequisites required of undergraduate students (math.nyu.edu/dynamic/undergraduate-enrollment-graduate-courses). If these courses are used toward fulfillment of the requirements for the baccalaureate degree, no advanced credit is allowed for them in GSAS.

Computing in Finance
MATH-GA 2041
Scientific Computing
MATH-GA 2043
Computational Methods for Finance
MATH-GA 2045
Advanced Econometric Modeling and Big Data
MATH-GA 2046
Scientific Computing in Finance
MATH-GA 2048

Topology I
MATH-GA 2310
Differential Geometry I
MATH-GA 2350
Ordinary Differential Equations
MATH-GA 2470
Partial Differential Equations I
MATH-GA 2490
Fluid Dynamics
MATH-GA 2702
Applied Stochastic Analysis
MATH-GA 2704
Time Series Analysis and Statistical Arbitrage
MATH-GA 2707
Algorithmic Trading and Quantitative Strategies
MATH-GA 2708
Mechanics
MATH-GA 2710
Risk and Portfolio Management with Econometrics
MATH-GA 2751
Active Portfolio Management
MATH-GA 2752
Advanced Risk Management
MATH-GA 2753
Regulation and Regulatory Risk Models
MATH-GA 2757

Derivative Securities
MATH-GA 2791
Continuous Time Finance
MATH-GA 2792
Securitized Products and Energy Derivatives
MATH-GA 2796
Credit Markets and Models
MATH-GA 2797
Basic Probability
MATH-GA 2901
Stochastic Calculus
MATH-GA 2902
The undergraduate Program in Medieval and Renaissance Studies is part of the Medieval and Renaissance Center (MARC). It focuses on the history, institutions, languages, literatures, thought, faith, art, and music of Europe, the Atlantic, and the Mediterranean world from the collapse of Roman authority to about 1700 C.E. It is during this important period—which shaped and transmitted the classical heritage—that the social, artistic, intellectual, and scientific culture of present-day Europe and the Middle East was formed.

The curriculum in medieval and Renaissance studies links undergraduates with NYU’s outstanding humanities faculty; with the superb libraries, museums, and collections in the New York area; and with musical and theatrical performances of works from this period that are given regularly in the city. It also enriches students’ intellectual and artistic experience in College of Arts and Science programs away. Students design their own programs in consultation with the program director and faculty; they thus receive individualized attention from a center of excellence situated within the rich offerings of a great university and a vibrant city.

Many majors in the Program in Medieval and Renaissance Studies have gone on to graduate work in medieval studies, early modern studies, Celtic studies, archival and/or museum studies, religious studies, history, art history, English, foreign language literatures and cultures, and music. Other majors have gone on to professional schools (medicine, law, management), as well as to careers in business and education.
their needs and interests. Among the fields of concentration from which students may draw to develop their programs are (1) language and literature: classics, comparative literature, English, French, German, Hebrew and Judaic studies, Italian, Middle Eastern and Islamic studies, and Spanish and Portuguese; (2) art history; (3) history; (4) music; and (5) philosophy and religion. Other more specialized programs of study may be designed in consultation with the director of undergraduate studies.

Available to majors and minors is the Marco Polo Travel Award (granted to an outstanding student each year to allow her or him to travel abroad for research), as well as a field prize for outstanding work in the major.

**Major: Requirements**

The major requires ten courses (40 points) in medieval and Renaissance studies, all completed with a grade of C or better. At least five of the ten courses must be in a single field of concentration; three courses must be in one or more secondary field(s) of concentration; and at least one must be an interdisciplinary seminar. In addition, majors are expected to demonstrate proficiency through course work or examination in a classical language (Latin, ancient Greek, Arabic, or Hebrew) and in another foreign language appropriate to their field of concentration. Students who work in later periods and for whom knowledge of two modern foreign languages is advantageous may petition the director of undergraduate studies to substitute the ancient language requirement with a second modern foreign language.

**Minor**

Five courses (20 points) completed with a grade of C or better: two courses in a single field of concentration, one course in each of two other fields of concentration, and an interdisciplinary seminar.

**Program Approval and Advisement**

The director meets with students to discuss their general educational and career aims, as well as the specific opportunities provided by the Program in Medieval and Renaissance Studies. All major and minor programs require the approval of the director of the program.

**Honors Program**

To qualify for the honors program in the medieval and Renaissance studies major, students must maintain at least a 3.65 cumulative average and a 3.65 major average. The honors track is a yearlong 8-point program, which requires students to write and orally defend a senior honors thesis. During the fall semester of their senior year, students who qualify for honors enroll in the Senior Honors Seminar (MEDI-UA 999); in the spring semester, they enroll in Honors Independent Study (MEDI-UA 998). The Senior Honors Seminar guides students through the research and writing of the thesis. In Honors Independent Study, students complete their honors theses under the supervision of a faculty mentor. Students interested in honors must consult with the director of the program by the end of junior year.

**Accelerated B.A./M.A. Program**

Qualifying students may apply to earn an accelerated B.A. in medieval and Renaissance studies and an M.A. in a related department. Interested students must consult with the director of the program. Requirements for the B.A./M.A. program are outlined in the pre-professional, accelerated, and specialized programs section of this Bulletin.

**Study Away**

The program prepares and encourages its students to complement their work in medieval and Renaissance studies with a semester at one of NYU’s academic centers in Florence, London, Madrid, Paris, and Prague, or at one of the Western European exchange universities. Medieval and Renaissance studies majors should consult the director when making plans to study away.
This is a sampling of courses specifically designed for the Program in Medieval and Renaissance Studies.

**The Civilization and Culture of the Middle Ages**
MEDI-UA 11 *Identical to HIST-UA 11.*
*Offered every year. 4 points.*
Concentrates on the culture of medieval Europe, a world that produced castles and crusades, cathedrals and tapestries, mystery plays and epics, and plainsong and philosophy. Examines the richness and diversity of medieval creativity and features museum visits.

**Philosophy in the Middle Ages**
MEDI-UA 60 *Identical to PHIL-UA 25.*
*Offered regularly. 4 points.*

**Medieval Romance**
MEDI-UA 311 *Identical to ENGL-UA 311.*
*Offered periodically. 4 points.*
How these tales of adventure, love, and magic both construct and deconstruct ideals of selfhood, masculinity, femininity, heterosexuality, nationality, geography, temporality, religion, spirituality, nature, and the function and performance of linguistic discourse. Consideration of other genres (saints’ lives, chronicles, travel writing, allegory, and exempla). Readings in Middle English and in translation.

**Cervantes**
MEDI-UA 371 *Identical to SPAN-UA 371.*
*Offered every other year. 4 points.*
Close reading of Don Quijote and/or the Novelas ejemplares, supplemented by critical and historical readings. Topics: madness and desire, authorship, the seductions and dangers of reading, the status of representation, the relation between history and truth, the Inquisition, Spanish imperialism, the New World, and the Morisco expulsion.

**The Medieval and Renaissance Love Lyric**
MEDI-UA 420 *Offered periodically. 4 points.*
Love as both degrading passion and ennobling force. Traces the genre 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 Petrarch, Sidney, Shakespeare, and Donne.

**Medieval Misogyny**
MEDI-UA 488 *Identical to SCA-UA 488.*
*Offered every other year. 4 points.*
From the Bible to key texts of the Western Middle Ages in which men lay down the law, and occasionally women talk back. Other works: the letters of Abelard and Heloise, the fictive but larger than life Wife of Bath, and the imagined feminine utopia of Christine de Pizan.

**Medieval Theatre**
MEDI-UA 712 *Offered periodically. 4 points.*
Plays and their contexts in the church, courts, and carnival. Study of the plays themselves (ranging from mystery plays to farces), techniques of staging, and accounts of festive celebrations. Includes videos and attendance at live performances.

**Arthurian Legend**
MEDI-UA 800 *Identical to ENGL-UA 717.*
*Offered regularly. 4 points.*
The conception of history, the rise of the romance genre, the themes of courtly love, the code of chivalry, and philosophical and theological questions raised by the stories of the Holy Grail. French, English, and German romances in translation.

**Dante and His World**
MEDI-UA 801 *Identical to ENGL-UA 143, ITAL-UA 160.* *Offered every two to three years. 4 points.*
Interdisciplinary introduction (in English) to late medieval culture. The literature, art, and music, as well as political, religious, and social developments of the time. Emphasizes the classical background of medieval culture and its transmission to the modern world. Readings include: selections from Dante, St. Augustine, Boethius, St. Francis, Brunetto Latini, Thomas Aquinas, and Boccaccio.

**Acting Medieval Literature**
MEDI-UA 868 *Identical to DRLIT-UA 35, FREN-UA 868, THEA-UT 732.* *Offered regularly. 4 points.*
Medieval literature as works that were acted out, sung, and narrated from memory as part of a storytelling tradition. Students stage a medieval play, perform a substantial piece of narrative poetry, or sing or play a body of medieval songs. Works studied/ performed include epics, romances, and songs.
Passion and Desire in the Middle Ages
MEDI-UA 961 Identical to RELST-UA 250.
Offered regularly. 2 points.
Passionate love; refined “courtly” love; sexual or “carnal” love; love of kin; love of country; love of God. Discusses how literary genres can be defined by the nature of the desires represented, explores medieval theorists’ views of human love, and investigates the conflicts among different kinds of love.

Internship
MEDI-UA 980, 981 Prerequisite: written permission of the director of the program. Restricted to majors and minors. 1 to 4 points per term.
Requires a faculty sponsor and a substantial written report.

Topics in Medieval Studies
MEDI-UA 983, 984 Offered regularly. 4 points per term.
Topics vary. Recent offerings: Courtly Love, Marriage, and Adultery; The Subversive Bible in Medieval Society; Witch, Heroine, Saint: Joan of Arc; and The Middle Ages at the Movies: From Monsters to Mystics.

Studies in Medieval Culture
MEDI-UA 985, 986 Offered regularly. 4 points per term.
Topics vary. Recent offerings: Love, Marriage, and the Family in Medieval Europe; The Medieval Manuscript and the Book of Hours; and Medieval Literature in the Movies.

Interdisciplinary Seminar in Medieval and Renaissance Studies
MEDI-UA 991, 992 Offered every semester. 4 points per term.
Recent offerings: Chaucer’s Italy; The Ballad, Medieval and Early Modern; The Virgin Mary in Medieval Culture; The Bible in the Middle Ages; Renaissance Libraries; Visions of Medieval History; and The Age of Chivalry.

Topics in Renaissance Studies
MEDI-UA 993, 994 Offered regularly. 4 points per term.
Topics vary. Recent offerings: Pride and Power: Renaissance Revolutions in Art and Culture; Material Culture of the Renaissance; and A Renaissance of Curiosity: Travel Books, Maps, and Marvels.

Studies in Renaissance Culture
MEDI-UA 995, 996 Offered regularly. 4 points per term.
Topics vary. Recent offerings: Love in the Renaissance; Cross-Cultural Encounters on the Renaissance Stage; Shakespeare's Mediterranean; Ancient and Renaissance Festivity; and French Women Writers of the Middle Ages and the Renaissance.

Independent Study
MEDI-UA 997 Prerequisite: written permission of the director of the program. Restricted to majors and minors. May not duplicate the content of a regularly scheduled course. 1 to 4 points per term.

Honors Independent Study
MEDI-UA 998 Prerequisites: admission to the honors program, permission of the director of undergraduate studies, and Senior Honors Seminar (MEDI-UA 999). Open only to honors majors. Offered in the spring. 4 points.
Students meet regularly with their faculty advisers and complete research and writing of the senior honors thesis.

Senior Honors Seminar
MEDI-UA 999 Prerequisites: admission to the honors program and permission of the director of undergraduate studies. Open only to honors majors. Offered in the fall. 4 points.
Students begin researching and writing their senior honors theses. Covers critical methodologies, research tools in Bobst Library, field standards for preparing research papers (forms of documentation, citation, and bibliography), and current theories in the field of literary and cultural criticism.

Cross-Listed Courses
These courses count toward the major and minor in medieval and Renaissance studies, although students are advised to confirm with the director of the program. See departmental sections in this Bulletin for course descriptions and prerequisites. For cross-listed electives offered at NYU’s global academic centers, consult Albert. Approval of the director of the program is required to count other courses taken away toward the major or minor.

ART HISTORY

History of Western Art I
MEDI-UA 1 Identical to ARTH-UA 1. 4 points.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art in the Islamic World</td>
<td>MEDI-UA 98</td>
<td>Identical to ARTH-UA 540. 4 points.</td>
</tr>
<tr>
<td>Medieval Art</td>
<td>MEDI-UA 200</td>
<td>Identical to ARTH-UA 4. 4 points.</td>
</tr>
<tr>
<td>Art of the Early Middle Ages</td>
<td>MEDI-UA 201</td>
<td>Identical to ARTH-UA 201. 4 points.</td>
</tr>
<tr>
<td>Romanesque Art</td>
<td>MEDI-UA 202</td>
<td>Identical to ARTH-UA 202. 4 points.</td>
</tr>
<tr>
<td>Gothic Art in Northern Europe</td>
<td>MEDI-UA 203</td>
<td>Identical to ARTH-UA 203. 4 points.</td>
</tr>
<tr>
<td>Art and Architecture in the Age of Giotto: Italian Art, 1200–1420</td>
<td>MEDI-UA 204</td>
<td>Identical to ARTH-UA 204. 4 points.</td>
</tr>
<tr>
<td>Medieval Architecture</td>
<td>MEDI-UA 205</td>
<td>Identical to ARTH-UA 205. 4 points.</td>
</tr>
<tr>
<td>Architecture and Urbanism in Renaissance Europe</td>
<td>MEDI-UA 301</td>
<td>Identical to ARTH-UA 301. 4 points.</td>
</tr>
<tr>
<td>Architecture and Urbanism in the Age of the Baroque</td>
<td>MEDI-UA 302</td>
<td>Identical to ARTH-UA 302. 4 points.</td>
</tr>
<tr>
<td>Northern Renaissance Art, 1400–1530</td>
<td>MEDI-UA 303</td>
<td>Identical to ARTH-UA 303. 4 points.</td>
</tr>
<tr>
<td>16th-Century Art North of the Alps</td>
<td>MEDI-UA 304</td>
<td>Identical to ARTH-UA 304. 4 points.</td>
</tr>
<tr>
<td>Italian Renaissance Sculpture</td>
<td>MEDI-UA 305</td>
<td>Identical to ARTH-UA 305. 4 points.</td>
</tr>
<tr>
<td>Early Masters of Italian Renaissance Painting</td>
<td>MEDI-UA 306</td>
<td>Identical to ARTH-UA 306. 4 points.</td>
</tr>
<tr>
<td>The Age of Leonardo, Raphael, and Michelangelo</td>
<td>MEDI-UA 307</td>
<td>Identical to ARTH-UA 307. 4 points.</td>
</tr>
<tr>
<td>The Golden Age of Venetian Painting</td>
<td>MEDI-UA 308</td>
<td>Identical to ARTH-UA 308. 4 points.</td>
</tr>
<tr>
<td>Italian Art in the Age of the Baroque</td>
<td>MEDI-UA 309</td>
<td>Identical to ARTH-UA 309. 4 points.</td>
</tr>
<tr>
<td>Dutch and Flemish Painting 1600–1700</td>
<td>MEDI-UA 311</td>
<td>Identical to ARTH-UA 311. 4 points.</td>
</tr>
<tr>
<td>French Art: Renaissance to Rococo, 1520–1770</td>
<td>MEDI-UA 313</td>
<td>Identical to ARTH-UA 313. 4 points.</td>
</tr>
<tr>
<td>Renaissance and Baroque Art</td>
<td>MEDI-UA 333</td>
<td>Identical to ARTH-UA 5. 4 points.</td>
</tr>
<tr>
<td><strong>CLASSICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classical Mythology</td>
<td>MEDI-UA 404</td>
<td>Identical to CLASS-UA 404. 4 points.</td>
</tr>
<tr>
<td><strong>COMPARATIVE LITERATURE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masterpieces of Renaissance Literature</td>
<td>MEDI-UA 17</td>
<td>Identical to COLIT-UA 151. 4 points.</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Drama and Theatre I</td>
<td>MEDI-UA 127</td>
<td>Identical to ENGL-UA 125, DRLIT-UA 110. 4 points.</td>
</tr>
<tr>
<td>British Literature I</td>
<td>MEDI-UA 210</td>
<td>Identical to ENGL-UA 210. 4 points.</td>
</tr>
<tr>
<td>Medieval Literature in Translation</td>
<td>MEDI-UA 310</td>
<td>Identical to ENGL-UA 310. 4 points.</td>
</tr>
<tr>
<td>Colloquium: Chaucer</td>
<td>MEDI-UA 320</td>
<td>Identical to ENGL-UA 320. 4 points.</td>
</tr>
<tr>
<td>16th-Century English Literature</td>
<td>MEDI-UA 400</td>
<td>Identical to ENGL-UA 400. 4 points.</td>
</tr>
<tr>
<td>Shakespeare I, II</td>
<td>MEDI-UA 410, 411</td>
<td>Identical to ENGL-UA 410, 411. 4 points per term.</td>
</tr>
<tr>
<td>Colloquium: Shakespeare</td>
<td>MEDI-UA 415</td>
<td>Identical to ENGL-UA 415. 4 points.</td>
</tr>
<tr>
<td>17th-Century English Literature</td>
<td>MEDI-UA 440</td>
<td>Identical to ENGL-UA 440. 4 points.</td>
</tr>
<tr>
<td>Colloquium: The Renaissance Writer</td>
<td>MEDI-UA 445</td>
<td>Identical to ENGL-UA 445. 4 points.</td>
</tr>
<tr>
<td>Colloquium: Milton</td>
<td>MEDI-UA 450</td>
<td>Identical to ENGL-UA 450. 4 points.</td>
</tr>
<tr>
<td>Topics: Medieval Literature</td>
<td>MEDI-UA 953</td>
<td>Identical to ENGL-UA 950. 4 points.</td>
</tr>
<tr>
<td>Topics: Renaissance Literature</td>
<td>MEDI-UA 954</td>
<td>Identical to ENGL-UA 951. 4 points.</td>
</tr>
<tr>
<td>Topics: 17th-Century British Literature</td>
<td>MEDI-UA 955</td>
<td>Identical to ENGL-UA 952. 4 points.</td>
</tr>
<tr>
<td><strong>FRENCH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readings in French Literature I: From the Middle Ages to the French Revolution</td>
<td>MEDI-UA 120</td>
<td>Identical to FREN-UA 120. In French. 4 points.</td>
</tr>
<tr>
<td>Topics in French Culture</td>
<td>MEDI-UA 864 (in English), MEDI-UA 965 (in French)</td>
<td>Identical to FREN-UA 865 (in English), FREN-UA 965 (in French). 4 points.</td>
</tr>
<tr>
<td>Topics in French Literature</td>
<td>MEDI-UA 869 (in English), MEDI-UA 968 (in French)</td>
<td>Identical to FREN-UA 868 (in English), FREN-UA 968 (in French). 4 points.</td>
</tr>
</tbody>
</table>
HEBREW AND JUDAIC STUDIES

Foundations of the Christian-Jewish Argument
MEDI-UA 160 Identical to HBRJD-UA 106. 4 points.

Jewish Philosophy in the Medieval World
MEDI-UA 425 Identical to HBRJD-UA 425. 4 points.

Jewish Mysticism and Hasidism
MEDI-UA 430 Identical to HBRJD-UA 430. 4 points.

The Jews in Medieval Spain
MEDI-UA 913 Identical to HBRJD-UA 113. 4 points.

HISTORY

The Early Middle Ages
MEDI-UA 111 Identical to HIST-UA 111. 4 points.

The Crusades
MEDI-UA 113 Identical to HIST-UA 113. 4 points.

The High Middle Ages
MEDI-UA 114 Identical to HIST-UA 114. 4 points.

The Renaissance
MEDI-UA 121 Identical to HIST-UA 121. 4 points.

Science and Society in Early Modern Europe
MEDI-UA 135 Identical to HIST-UA 135. 4 points.

Seminar: The Trial of Galileo
MEDI-UA 206 Identical to HIST-UA 203. 4 points.

Seminar: Plague and Public Health in Renaissance Italy
MEDI-UA 253 Identical to HIST-UA 253. 4 points.

Seminar: Topics in Early Modern Europe
MEDI-UA 279 Identical to HIST-UA 279. 4 points.

ITALIAN

Giordano Bruno and the Art of Memory
MEDI-UA 148 Identical to ITAL-UA 148, HIST-UA 126. 4 points.

The Civilization of the Italian Renaissance
MEDI-UA 161 Identical to ITAL-UA 161. 4 points.

Dante’s Divine Comedy
MEDI-UA 270 Identical to ITAL-UA 270. 4 points.

Boccaccio’s Decameron
MEDI-UA 271 Identical to ITAL-UA 271. 4 points.

MIDDLE EASTERN AND ISLAMIC STUDIES

The Making of the Muslim Middle East, 600–1250
MEDI-UA 640 Identical to MEIS-UA 640. 4 points.

Islam and the West
MEDI-UA 694 Identical to MEIS-UA 694, HIST-UA 250. 4 points.

Masterpieces of Islamic Literature in Translation
MEDI-UA 710 Identical to MEIS-UA 710. 4 points.

The Arabian Nights
MEDI-UA 714 Identical to MEIS-UA 716. 4 points.

Seminar: Introduction to Islamic Texts
MEDI-UA 720 Identical to MEIS-UA 720. 4 points.

Seminar: Women and Islamic Law
MEDI-UA 783 Identical to MEIS-UA 783. 4 points.

The Sufis: Mystics of Islam
MEDI-UA 863 Identical to RELST-UA 863, MEIS-UA 863. 4 points.

MUSIC

Medieval and Renaissance Music
MEDI-UA 101 Identical to MUSIC-UA 101. 4 points.

PHYSICS

Origins of Astronomy
MEDI-UA 8 Identical to PHYS-UA 8. 4 points.

POLITICS

Topics in Premodern Political Philosophy
MEDI-UA 110 Identical to POL-UA 110. 4 points.

RELIGIOUS STUDIES

Judaism, Christianity, and Islam
MEDI-UA 25 Identical to MEIS-UA 800, HBRJD-UA 160, RELST-UA 102. 4 points.

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

Chronicles and Travel Literature of the Colonial World
MEDI-UA 273 Identical to SPAN-UA 273. 4 points.

Theatre and Poetry of the Spanish Golden Age
MEDI-UA 421 Identical to SPAN-UA 421. 4 points.
Graduate Courses Open to Undergraduates (with Permission)

ENGLISH
Introductory Old English
ENGL-GA 1060 4 points.
Introductory Middle English
ENGL-GA 1061 4 points.
Shakespeare
ENGL-GA 1345 4 points.

FRENCH
Introduction to Medieval French Literature
FREN-GA 1211 4 points.

MUSIC
Collegium Musicum
MUSIC-GA 1001 4 points.

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES
Introduction to Medieval Spanish Literature
SPAN-GA 1211 4 points.
The interdisciplinary program in metropolitan studies, housed in the Department of Social and Cultural Analysis (SCA), studies urban spaces in relation to the rural and suburban contexts that help to define them. With the New York metropolitan area as their laboratory, students use course work, internships, and research investigations to examine how social institutions and policy initiatives address demographic concerns and matters of infrastructure. Studying with faculty and scholars active in government, community, and nonprofit agencies, students develop a critical understanding of the way cities, suburbs, and rural areas are produced, as well as key problems they experience in tension with each other.

An accelerated B.A./M.P.A. and B.A./M.U.P. arrangement exists with NYU’s Robert F. Wagner Graduate School of Public Service. For more information, see the section on preprofessional, accelerated, and specialized programs in this Bulletin.

**Major/Minor in Metropolitan Studies**

The metropolitan studies major requires nine 4-point courses (36 points) completed with a grade of C or better.

Two introductory courses—may be taken in either order:

- Social and Cultural Analysis 101 (SCA-UA 101)
- Approaches to Metropolitan Studies (SCA-UA 601)

Six elective courses:

- Six designated metropolitan studies electives, of which four must be taught by SCA faculty.
- SCA Theory and Practice: The Internship Program (SCA-UA 42) is no longer required, but is highly recommended and can count as an elective.

One research course:

- Advanced Research Seminar (SCA-UA 90)

The metropolitan studies minor requires five 4-point courses (20 points) completed with a grade of C or better.

Students must take the following introductory course: Approaches to Metropolitan Studies (SCA-UA 601). They also take four designated metropolitan studies electives, of which two must be taught by SCA faculty.

**Language and Linguistic Competency**

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

Policy on Double Counting of Courses
Majors may share (double count) two courses with a second major, with permission from the other department/program.

Minors may share (double count) one course with a major or a second minor, with permission from the other department/program.

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

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Introductory Core</th>
<th>Honors Program</th>
</tr>
</thead>
</table>
| Social and Cultural Analysis 101 | SCA-UA 101 *Offered every year. 4 points.* Introduces theories, methods, and political trajectories central to the Department of Social and Cultural Analysis (SCA). SCA addresses how individuals and populations structure their worlds and navigate the resulting social, cultural, and political terrain. It privileges scholarly work with an intersectional approach, drawing on theoretical insights from such fields as social geography, feminism and queer studies, ethnic studies, urban and metropolitan studies, critical race theory, labor studies, and cultural studies. | Senior Honors Seminar
SCA-UA 92 *Prerequisites: 3.65 GPA or higher (both overall and in the major), Social and Cultural Analysis 101 (SCA-UA 101), Approaches to Metropolitan Studies (SCA-UA 601), and permission of the department. Offered every fall. 4 points.*

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

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

SCA Theory and Practice:
The Internship Program
SCA-UA 42 Requires ten hours a week of fieldwork. Offered every spring. 4 points.

Elective Courses
Cities in a Global Context
SCA-UA 602 4 points.
How does a global perspective shape our understanding of urban spaces and the politics of creating social and spatial order in cities? Draws on ethnographic examples from a range of cultural and geographic contexts to explore 21st-century urbanization. Traces how different issues related to governance, development, and citizenship can inform an understanding of modern cities.

Urban Cultural Life
SCA-UA 608 4 points.
Through walking tours of neighborhoods and attendance at cultural events, students explore New York from the Village to the outer boroughs. An interdisciplinary perspective on the attributes that constitute urban culture and community.

Law and Urban Problems
SCA-UA 610 Offered every fall. 4 points.
Focuses on such areas as housing, zoning, welfare, and consumer affairs, emphasizing the underlying social, economic, and political causes of the problems and the responses made by lawmakers and courts. Readings are drawn from the law and social science.

Community Empowerment
SCA-UA 613 4 points.
Empowerment is defined as those processes, mechanisms, strategies, and tactics through which people, as well as organizations and communities, improve and gain mastery over their lives. It is personal as well as institutional and organizational. We address these issues in a wide variety of community settings.

Gender in the Urban Environment
SCA-UA 621 4 points.
Explores how the anonymity of cities provides spaces for alternative sexualities and how urban structures also inscribe and regulate normative gender and sexuality. Topics: capitalism and globalization; migration and urbanism; social and artistic movements; the cultural politics of neoliberalism; queer spaces and communities; urban consumption and wealth; racial violence; and housing.

New York City in Film
SCA-UA 623 4 points.
Analyzes how New York has been portrayed in some classic films, as well as how these stories have helped shape the city’s image of itself. Emphasizes how each film originated at distinct moments in both the city’s history and the history of filmmaking. Combines the perspectives of urban studies and film studies and places films within their cultural, political, and artistic content.

Landslapes of Consumption
SCA-UA 624 4 points.
From the late 19th century to contemporary America. Examines classic theoretical works that probe the relationships between people, things, and cities and discusses changing forms and practices of consumption and urbanism. Empirical case studies: the development of the department store, the fashioning of the commodity city, the work of shopping, and the emergence of a thriving urban debt industry.

Cinema and Urbanism
SCA-UA 626 4 points.
Draws on a broad range of theoretical and historical texts to investigate topics such as psychogeography, catacombism, landscape hacking, surveillance, and slum urbanism, while also examining the specific role of cinema in generating, framing, and circulating emergent notions about the modern city.

Urban Environmentalism
SCA-UA 631 4 points.
Environmental issues in cities and towns: their causes and how to remedy them. Larger questions about the relationship between human society and the natural world in the urban context. Utilizes the analytic tools of sociology and ideas from economics, political science, philosophy, geography, and natural science to develop a theoretical framework for understanding these issues.

Climate Change and Environmental Justice
SCA-UA 632 Identical to ENVST-UA 405. 4 points.
Addresses the natural and social impact of global warming in the context of the climate justice movement. Examines how populations are unevenly affected by climate change, and how this imbalance is being addressed by advocates of decarbonization.

Urban and Suburban
SCA-UA 633 4 points.
The history of urban and suburban development since the late 19th century. Major movements in town planning and in housing and transportation.
policy; schools of thought associated with urbanism; suburbanization; environmental justice and the struggle for urban sustainability. Close attention to the relationship between urban forms and modes of industrial production, transportation, and communication.

**Topics in Metropolitan Studies**
SCA-UA 680 Offered every semester. 4 points.

**Independent Study**
SCA-UA 997, 998 Prerequisite: permission of the program director. 2 to 4 points per term.

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

**AFRICANA STUDIES**
Black Urban Studies
SCA-UA 115 4 points.

Hip Hop and Politics
SCA-UA 157 4 points.

The Postcolonial City
SCA-UA 166 4 points.

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

**ASIAN/PACIFIC/AMERICAN STUDIES**
Filming Asian America:
Documenting Community
SCA-UA 361 4 points.

“Chinatown” and the American Imagination:
A Field Research Course
SCA-UA 370 4 points.

The Immigrant Imagination
SCA-UA 371 4 points.

**GENDER AND SEXUALITY STUDIES**
Sex and the City
SCA-UA 420 4 points.

**LATINO STUDIES**
Latino/a Art and Performance in New York City
SCA-UA 532 4 points.

The Latinized City:Latinas and Latinos in New York City
SCA-UA 540 4 points.

**Cross-Listed Electives**
Majors and minors may take no more than two. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

**COLLEGE CORE CURRICULUM**
Expressive Culture: Architecture in New York Field Study
CORE-UA 722 4 points.

**ECONOMICS**
Urban Economics
SCA-UA 751 Identical to ECON-UA 227. 4 points.

**ENGLISH**
Writing New York
SCA-UA 757 Identical to ENGL-UA 180. 4 points.

**IRISH STUDIES**
The Irish and New York
SCA-UA 758 Identical to HIST-UA 180, IRISH-UA 180. 4 points.

**SOCIOLOGY**
Cities, Communities, and Urban Life
SCA-UA 760 Identical to SOC-UA 460. 4 points.

**URBAN DESIGN AND ARCHITECTURE**
Shaping the Urban Environment
SCA-UA 762 Identical to ARTH-UA 661. 4 points.

History of City Planning: 19th and 20th Centuries
SCA-UA 769 Identical to ARTH-UA 663. 4 points.

**STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT**
American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education
SCA-UA 755 Identical to TCHL-UE 41. 4 points.
The Department of Middle Eastern and Islamic Studies (MEIS) focuses on the past and present of a vast and culturally diverse region of the world that extends from North Africa to Central Asia and from the Mediterranean to the Indian Ocean. It adopts interdisciplinary and comparative approaches to Middle Eastern societies from antiquity to the present, with particular focus on the period after the emergence of Islam. A Middle Eastern and Islamic studies major offers students the opportunity to master one of the regional languages, including Arabic, Hindi, Persian, Turkish, and Urdu. Students also acquire an interdisciplinary understanding of this pivotal area of the world by studying with the department's specialists in history, anthropology, political science, literature, law, religious studies, and language.

In addition to the courses listed below, students are encouraged to select cross-listed courses in other departments and programs that complement the department's offerings, such as anthropology, art history, comparative literature, Hebrew and Judaic studies, history, politics, religious studies, and sociology.

**FACULTY**

Professors Emeriti
Chelkowski, McChesney, Mikhail, Peters

Professors
Ben-Dor Benite, Gilsenan, Katz, Kennedy, Lockman, Mirsepassi, Shohat

Associate Professors
Halim, Keshavarzian, Rowson

Assistant Professors
Alatas, Igsiz, Koyagi, Pursley

Clinical Professors
Erol, Ferhadi, Ilieva, Khorrani

Clinical Assistant Professor
Uthman

Senior Language Lecturers
Hassan, Naqvi

Language Lecturers
Aggarwal, Alizadeh, Alnaemi, Badawi

Associated Faculty
Tawil-Souri

Affiliated Faculty
Antoon, Fleming, Flood, Gomez, Ivry, Kapchan, Pearce, Peirce

**PROGRAM**

**Major: General Requirements**

The Middle Eastern and Islamic studies (MEIS) major requires ten 4-point courses (40 points) completed with a grade of C or better. (Courses graded pass/fail cannot count toward the requirements of the major.) The major consists of two components: (1) language study and (2) non-language courses. All MEIS majors must complete at least six non-language courses (24 points); the number of language courses required for the major depends on one’s beginning level of proficiency in the language chosen for study, but could be as many as four. Students who take fewer than four language courses must take more than the minimum of six non-language courses, so as to complete a full ten courses in Middle Eastern and Islamic Studies.

**Language Study Required for the Major**

To obtain the B.A. degree with a Middle Eastern and Islamic studies (MEIS) major, students must meet the College of Arts and Science (CAS) language requirement in Arabic, Hindi, Persian, Turkish, or Urdu. This means (1) studying one of these languages through at least the intermediate two level (four semesters) at NYU, (2) demonstrating the completion of approved and equivalent course work elsewhere, or (3) satisfying the CAS language requirement by taking the CAS placement exam in one of these languages.

Under exceptional circumstances, the director of undergraduate studies may exempt a student from having to fulfill the language requirement, in which case the student will be required to take ten MEIS non-language courses to complete the major. In any event, every student must always complete at least ten MEIS-approved courses to satisfy requirements for the major.
Non-Language Course Requirements for the Major

In addition to the language requirement, majors must successfully complete at least six MEIS courses distributed across distinct fields. The six MEIS courses are to be distributed as follows.

Two core courses: To ensure broad knowledge of issues in the discipline, all majors must take two “core courses” among their six non-language courses. It is recommended that students take these courses before they take seminars and topics courses. Core courses are as follows:

- MEIS-UA 690: The Emergence of the Modern Middle East (History)
- MEIS-UA 697: Palestine, Zionism, and Israel (History)
- MEIS-UA 711: Literature and Society in the Middle East (Literature)
- MEIS-UA 728: Women and Gender in Islam (Religion)
- MEIS-UA 750: Middle East Politics (Elective)

The department may choose to designate additional courses as core courses and will announce them accordingly. Core courses must be taken at Washington Square and cannot be taken while studying away at an NYU global academic center.

One topics/seminar course: Among the six non-language courses, all majors must also take at least one advanced undergraduate seminar; MEIS often offers these under the “topics” rubric (e.g. MEIS-UA 688: Topics in Middle East History). With permission, this requirement may be fulfilled with a graduate seminar.

Distribution fields: All majors must take their six non-language courses (including the core and topics courses) in a manner that is distributed across departmental fields as follows:

- Two courses from the MEIS history list
- One course from the MEIS literature list
- One course from the MEIS religion list
- Two elective courses from the MEIS course list of the student’s choice

Minor

Students who wish to minor in Middle Eastern and Islamic studies must complete either:

- four non-language courses (16 points) with a C or better, including one of the core courses listed above (the courses must be offered or cross-listed by MEIS and approved by the director of undergraduate studies or a MEIS adviser);
- or four courses (16 points) with a C or better in Arabic, Persian, or Turkish, provided that these courses are not also used to satisfy the CAS foreign language requirement.

Only the non-language minor can be used to satisfy the Expressive Culture requirement of the College Core Curriculum.

Policy on Transfer and NYU Study Away (Global) Credits (Major and Minor)

After consultation with the director of undergraduate studies, transfer students may be allowed to apply up to five transfer courses (20 points) toward the major or up to two transfer courses (8 points) toward the minor. At least half of the major and minor courses must always be completed in CAS.

NYU study away/Global courses (e.g., NYU Abu Dhabi) may be considered and treated as transfer credits, even for students matriculated in CAS. Majors and minors in Middle Eastern and Islamic studies should discuss their study away plans with the director of undergraduate studies.

Internships

MEIS majors may, with permission of the director of undergraduate studies, pursue an internship for 2 or 4 points (MEIS-UA 980, 981). The application form is available in the MEIS Office.

Honors Program

Any student majoring in the department who has spent at least two full years in residence at the College of Arts
and Science, has completed at least 60 points of graded work in the College, and has both a cumulative and a major GPA of 3.65 may apply to pursue honors in the MEIS major. The requirements are:

- Complete all major requirements (above)
- Complete at least two graduate-level courses with a GPA of 3.0 (these courses may be used to satisfy part of the major requirements); students are encouraged to complete the interdepartmental Honors Thesis Seminar when offered.
- Write an honors thesis of 50 to 60 double-spaced, typed pages under the supervision of an MEIS faculty member, for which up to 4 points of independent study credit may be awarded (MEIS-UA 997, 998). The subject of the honors thesis and the faculty supervisor are chosen in consultation with the director of undergraduate studies.

### Awards
The department offers the following awards for excellence:

- The Baba-e-Urdu Prize, for excellence in Urdu studies
- The Rumi-Biruni Prize, for excellence in Persian studies
- The Evliya Chelebi Prize, for excellence in Turkish studies
- The Ibn Khaldun Prize, for excellence in Arabic studies
- The Premchand Prize, for excellence in Hindi studies
- The Middle Eastern and Islamic Studies Prize, presented to a graduating senior in the honors program

### Minor in South Asian Studies
The minor in South Asian Studies (SAS) is housed in the Department of History. Please see the section on the SAS minor in this Bulletin.

### COURSES

#### Language Courses

The Department of Middle Eastern and Islamic Studies schedules placement examinations throughout the academic year. For placement at the appropriate level, students must always consult the department. If students interrupt their study of a language sequence for one or more semesters, the department may (re)administer the placement exam before allowing them to register for another course in the sequence.

Undergraduates who have completed the full intermediate level are eligible to register for advanced courses in Arabic, Hindi, Persian, Turkish, and Urdu through the Graduate School of Arts and Science.

#### Arabic

**Elementary Arabic I, II**

MEIS-UA 101, 102  
*Offered every year.*  
4 points per term.

Builds basic skills in modern standard Arabic. Five hours per week of instruction and drills stressing the proficiency approach, plus work in the language laboratory.

**Intermediate Arabic I, II**

MEIS-UA 103, 104  
*Prerequisite for the sequence: Elementary Arabic II (MEIS-UA 102) or equivalent.*  
*Offered every year.*  
4 points per term.

Increased emphasis on writing and reading from modern sources, in addition to aural/oral proficiency.

**Advanced Arabic I, II**

MEIS-GA 1005, 1006  
*Prerequisite for the sequence: Intermediate Arabic II (MEIS-UA 104) or equivalent.*  
*Offered every year.*  
Ferhadi. 4 points per term.

Conducted entirely in modern standard Arabic. Further hones the four language skills: speaking, listening, reading, and writing. Principal features of colloquial dialects of Arabic are introduced.

**Contemporary Media and Literary Arabic I, II**

MEIS-GA 1112, 1113  
*Prerequisite for the sequence: Advanced Arabic II (MEIS-GA 1005) or equivalent.*  
*Offered every year.*  
Ferhadi. 4 points per term.

Contemporary Arabic media, magazine articles, newspapers, and journals.
Colloquial Arabic
MEIS-GA 1118 Prerequisite: Intermediate Arabic II (MEIS-UA 104) or equivalent. Offered every year. 4 points.
Dialects of Arabic vary by semester. Does not satisfy the College Core Curriculum foreign language requirement.

Urdu
Elementary Urdu I, II
MEIS-UA 301, 302 Offered every year. 4 points per term.
The Urdu alphabet, grammar, and sentence structure. All four language skills are emphasized—writing and reading, as well as speaking and listening. Cultural background.

Intermediate Urdu I, II
MEIS-UA 303, 304 Prerequisite for the sequence: Elementary Urdu II (MEIS-UA 302) or equivalent. Offered every year. 4 points per term.
Dictation, memorizing poetry, comprehension, and engagement in longer sessions of conversation. Students polish skills in reading literary texts and writing short essays.

Advanced Urdu I, II
MEIS-GA 1107, 1108 Prerequisite for the sequence: Intermediate Urdu II (MEIS-UA 304) or equivalent. Offered every year. 4 points per term.
An overview of Urdu culture via authentic texts. Improves students’ reading, writing, and speaking.

Farsi/Persian
Elementary Persian I, II
MEIS-UA 401, 402 Offered every year. 4 points per term.
Grammar, phonetics, and pronunciation of modern standard Persian, reading simple texts, and writing short compositions.

Intermediate Persian I, II
MEIS-UA 403, 404 Prerequisite for the sequence: Elementary Persian II (MEIS-UA 402) or equivalent. Offered every year. Alizadeh. 4 points per term.
Continued work in grammar, syntax, and speaking. Introduction to classical and modern prose and poetry.

Advanced Persian I, II
MEIS-GA 1415, 1416 Prerequisite for the sequence: Intermediate Persian II (MEIS-UA 404) or equivalent. Offered every year. Alizadeh. 4 points per term.
Focuses on modern Persian fiction.

Hindi
Elementary Hindi I, II
MEIS-UA 405, 406 Offered every year. Ilieva. 4 points per term.
Development of reading, speaking, listening, and writing skills. Language and computer lab sessions.

Intermediate Hindi I, II
MEIS-UA 407, 408 Prerequisite for the sequence: Elementary Hindi II (MEIS-UA 406) or equivalent. Offered every year. Ilieva. 4 points per term.
Further develops fluency in oral and written communication. Students work with native speakers from the community and report on their findings.

Advanced Hindi I, II
MEIS-UA 409, 410 Prerequisite for the sequence: Intermediate Hindi II (MEIS-UA 408) or equivalent. Offered every year. Ilieva. 4 points per term.
Overview of Indian culture via original texts. Work in reading and writing, plus classroom discussion and oral presentations.

Turkish
Elementary Turkish I, II
MEIS-UA 501, 502 Offered every year. Erol. 4 points per term.
The written and spoken language of modern Turkey. All texts are in Latin characters and comprise both textual and audio material.

Intermediate Turkish I, II
MEIS-UA 503, 504 Prerequisite for the sequence: Elementary Turkish II (MEIS-UA 502) or equivalent. Offered every year. Erol. 4 points per term.
Materials from Turkish newspapers, magazines, literature, and TV provide the basis for further developing reading comprehension and conversational ability.

Advanced Turkish I, II
MEIS-GA 1514, 1515 Prerequisite for the sequence: Intermediate Turkish II (MEIS-UA 504) or equivalent. Offered every year. Erol. 4 points per term.
Students read, discuss, and write about a variety of short stories, poems and articles while focusing on Turkish narrative forms, traditions, and cultural issues and context.

History Courses
Topics in Middle Eastern History
MEIS-UA 518 4 points.
Advanced course. Topics vary by semester.
The History of Ancient Egypt, 3200–50 B.C.E.
MEIS-UA 611 Identical to HIST-UA 506.
Offered periodically. 4 points.
Introduces a variety of religious and secular texts and shows how Egyptologists have drawn on biographical texts, royal inscriptions, literary papyri, and archaeological remains to re-create Egyptian history.

Jews in the Islamic World in the Modern Period
MEIS-UA 615 Identical to HBRJD-UA 114.
4 points.
See description under Hebrew and Judaic studies.

Topics in Islamic History
MEIS-UA 616 4 points.
Topics vary by semester.

Istanbul: Culture, Memory, and the City
MEIS-UA 620 Offered periodically. Igsiz. 4 points.
Cultural identification and space in the twentieth century. Topics: social transformation, urbanism, and gentrification; minorities and cultural identification; food and memory; nostalgia, commodification, and neighborhoods; museumization of "culture"; exile; cosmopolitanism and migration. Use of film and literature.

The Making of the Muslim Middle East
MEIS-UA 640 Offered periodically. 4 points.

Art in the Islamic World II: From the Mongols to Modernism
MEIS-UA 652 Identical to ARTH-UA 541.
Offered every year. Flood. 4 points.
Beginning with the Mongol invasions of the 13th century, traces the development of Islamic art and architecture through the eras of Timur, the "gunpowder empires" (the Mughals, Ottomans, Safavids), and European colonialism, to the art of the nation-state in the 20th century.

Art in the Islamic World I:
From the Prophet to the Mongols
MEIS-UA 653 Identical to ARTH-UA 540. Flood.
4 points.
From 650 to 1200 C.E. The period saw the initial formation of an Arab empire stretching from the Atlantic Ocean to the Indian Ocean, a decline in centralized authority, and the rise of North African, Iranian, and Central Asian dynasties from the 10th century onward. Political developments are reflected in the increasingly heterogeneous nature of Islamic material culture over this time span.

Topics in Middle Eastern History
MEIS-UA 688 Identical to HIST-UA 550.
Offered every year. 4 points.
Focuses on a particular aspect of Islamic, Ottoman, or modern Middle Eastern history, with an emphasis on historiographical and comparative issues. Intended primarily for advanced undergraduates in Middle Eastern studies and in history, but other students may register with permission of the instructor.

The Emergence of the Modern Middle East
MEIS-UA 690 Identical to HIST-UA 531. 4 points.
Main political, social, economic, and intellectual currents of the 19th and 20th centuries. Emphasis on historical background and development of current problems in the region. Topics: imperialism, nationalism, modern state formation, religion, Orientalism, gender, class formation, oil, the Arab-Israeli crisis, anticolonial revolutions, the Lebanese Civil War, neoliberalism, and the 2011 Arab uprisings.

Islam and the West
MEIS-UA 694 Identical to HIST-UA 520, MEDI-UA 694. 4 points.
The evolution of diplomatic, trade, and cultural contacts. Particular attention to the complex relationship that developed between these two civilizations and their historical impact on each other.

Zionism and the State of Israel
MEIS-UA 696 Identical to HBRJD-UA 180.
4 points.
See description under Hebrew and Judaic studies.

Palestine, Zionism, Israel
MEIS-UA 697 Identical to HIST-UA 532.
Offered every other year. Lockman. 4 points.
The conflict over Palestine from its origins in the late 19th century to the present. Examines the evolution of this ongoing struggle in its historical context. Discusses the roles of the various parties to the conflict.

Israel: Fact Through Fiction
MEIS-UA 698 Identical to HBRJD-UA 780.
Offered every other year. 4 points.
See description under Hebrew and Judaic studies.

Gender and Sexuality in
Medieval Islamic Societies
MEIS-UA 787 Offered every other year. Rowson.
4 points.
The role of culture in shaping fundamental sexual attitudes. Primary sources in translation include religious treatises on marriage and proper gender roles, love poetry, stories from the Arabian Nights, and works of erotica, supplemented by secondary studies.

Iran Past and Present
MEIS-UA 796 Offered every year. Koyagi. 4 points.
Iran since the nineteenth century, focusing on domestic, regional, and global forces. Topics include imperialism, nationalism, transnationalism, state-society relations, religion, class, gender, and sexuality.

Literature Courses
Except where indicated, there is no language prerequisite for these courses.

Topics in 20th-Century Literature
MEIS-UA 190 4 points.

Masterpieces of Arabic Literature in Translation
MEIS-UA 710 Identical to MEDI-UA 710. Offered every year. 4 points.
Arabic, Persian, and Turkish literature from pre-Islamic times to the present. Selected texts in translation (both prose and poetry) are studied as works of art in themselves and as a reflection of the societies that produced them.

Literature and Society in the Middle East
MEIS-UA 711 Offered every year. 4 points.
Selected works in translation of 20th-century poets, novelists, and short story writers that reflect changing conditions and mores within Middle Eastern and North African societies. Topics: conflicts between traditionalists and modernists, the impact of urbanization on rural societies, and the existential dilemmas of men and women.

Women and War: Contemporary Arabic Literature and Film
MEIS-UA 714 Identical to COLIT-UA 714, SCA-UA 731, CINE-UT 714. 4 points.
Women as central figures in the political upheavals of the modern Middle East. The gendering of war; the gender politics of national symbolism and liberation; the politics and aesthetics of documentary film; revolutionary erotic and anti-erotic; and combat and collaboration.

The Arabian Nights
MEIS-UA 716 Identical to MEDI-UA 714. Kennedy. 4 points.

An essential and dynamic literary meeting point between Arabic/Islamic literature and the Western canon. Close reading of the structure of the original, as well as modern variations by authors such as Poe and Rushdie.

Modern South Asian Literature
MEIS-UA 717 Identical to COLIT-UA 717. Offered every year. Ilieva. 4 points.
Offers 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).

Introduction to Ancient Indian Literature
MEIS-UA 718 Offered every year. Ilieva. 4 points.
Introduces the rich and vast literary, religious, and philosophical heritage of Sanskrit, as well as excerpts from the Jain and Buddhist canons written in Prakrits and examples of Tamil poetry. Selections from Vedic literature, classical drama, epics, story literature, and lyric poetry in English translation.

Middle Eastern Literature
MEIS-UA 720 Formerly Topics in Arabic Literature. Identical to MEDI-UA 720. Offered every year. 4 points.
Significant prose works (in translation) of the Arabic literary tradition from approximately the last hundred years are considered through the prisms of their multiple contexts—historical, social, cultural, gender, and class—and also examined as works of art.

Travel Literature
MEIS-UA 757 Identical to COLIT-UA 757. Halim. 4 points.
Topics: “imaginative geography”; Greek versus Barbarian; the Hajj; Orientalism, Occidentalism, and ethnography; transnationalism in relation to class and gender; tourism; migrant workers; and exile and narratives of return. Representations of travel in different genres and contexts.

Topics in Modern Middle Eastern Culture
MEIS-UA 798 Halim. 4 points.

Readings in Contemporary Literary Theory
MEIS-UA 845 4 points.

Religion Courses
Islam and Politics
MEIS-UA 674 Alatas. 4 points.
Works of influential modern Islamic political
thinkers that represent a wide spectrum of views and intellectual currents. Topics covered include modernity, democracy, human rights, state and governance, education, and women's rights.

History of Judaism: Emergence of Classical Judaism
MEIS-UA 680 Identical to HBRJD-UA 100, RELST-UA 680. 4 points.
See description under Hebrew and Judaic studies.

What Is Islam?
MEIS-UA 691 Identical to HIST-UA 85, RELST-UA 85. Offered every year. 4 points.
The life of the Prophet Muhammad and the origins of Islam; beliefs and practices; differences between Sunni and Shi’ite Islam; Sufism; the spiritual, intellectual, and artistic life of the Islamic commonwealth; and modern Islamic revival.

Introduction to Ancient Egyptian Religion
MEIS-UA 719 Identical to RELST-UA 719. Offered periodically. 4 points.
The nature of the gods, syncretism, private religion, theories of divine kingship, the judgment of the dead, cultic practices, the life of priests, the afterlife, wisdom literature as moral thought, festivals, funerary practices, creation myths, and foreign gods and influences.

Women and Gender in Islam
MEIS-UA 728 Offered every year. Katz. 4 points.
The complexity of the messages and models relating to gender in one of the world's most influential religious traditions. Beginning with the rise of Islam, observes how foundational texts and personalities are interpreted and reinterpreted for changing times.

Islamic Law and Society
MEIS-UA 780 Offered every year. 4 points.
Introduces law through a reading of its various genres and a study of secondary sources on ritual, criminal, and public law. How Islamic law has interacted with Islamic societies in historical practice and has adapted, or not adapted, to the challenges of modernity.

The Qur'an and Its Interpretation
MEIS-UA 781 Offered every other year. Katz. 4 points.
The content, themes, and style of the Qur'an. Surveys the diversity of interpretive approaches to the text (legal, mystical, sectarian, literary, and politically engaged) in the medieval and modern periods.

Women and Islamic Law
MEIS-UA 783 Identical to SCA-UA 736, MEDI-UA 783. 4 points.
How Islamic law has treated women in theory and practice. Medieval and modern legal texts regarding the status of women as believers, daughters, wives, mothers, and legal persons. Case studies from different periods of Islamic history and writings from contemporary anthropology.

Judaism, Christianity, and Islam
MEIS-UA 800 Identical to MEDI-UA 25, HBRJD-UA 160, RELST-UA 102. Offered every year. 4 points.
Comparative study of the three great monotheistic religious traditions, how each understood its origin and evolution, and their similarities and differences in matters of scripture, worship, authority, community, theology, and mysticism.

Sufis: Mystics of Islam
MEIS-UA 863 Offered every other year. Alatas. 4 points.
A general and interpretive narrative tracing of the development of Sufism from its period of origin until recent times. The course situates Sufism's doctrines and practices in changing social, cultural and historical contexts.

Social Science Courses
Cinema, Politics, and Society in the Middle East
MEIS-UA 678 4 points.

Politics of the Middle East
MEIS-UA 750 Identical to POL-UA 540. Offered every year. Keshavarzian. 4 points.
Middle Eastern and North African politics from the 19th century to the present. Examines the context of current struggles and delves into critical issues facing the peoples of the region.

Topics in Middle East Politics
MEIS-UA 751 Keshavarzian. 4 points.
Topics vary and include such themes as social movements, urban politics, or globalization.

Internship and Independent Study
Internship
MEIS-UA 980, 981 Prerequisite: permission and placement for departmental majors from the Director of undergraduate studies. 2 or 4 points per term.
Independent Study
MEIS-UA 997, 998 Prerequisite: permission of the instructor. 1 to 4 points per term.

Graduate Courses Open to Undergraduates
The Middle Eastern studies courses offered in the Graduate School of Arts and Science are open to qualified undergraduates. Permission of the instructor and the director of undergraduate studies is required. For further information, please consult the Graduate School of Arts and Science Bulletin.
The Department of Music offers both a major and a minor in music. Both programs give students the opportunity to gain proficiency in the theory, history, and interpretation of music throughout the world, and help them build a solid set of applied critical and listening abilities demanded of musicians and listeners today. The major offers students opportunities for independent research during their final year.

The department teaches a wide range of innovative courses in ethnomusicology, popular music, the cultural study of music, and sound studies. Many of these courses are open to non-majors. Some recent courses include: Music in the Post-9/11 World; Introduction to World Music; Music in New York; Music, Global Hip-Hop, and the Politics of Culture; and Music, Sound, and Technology.

The department's Waverly Labs provide digital resources for composition and research. The department hosts the Washington Square Contemporary Music Society and the early music ensemble Teares of the Muses. Our students may also take private instrumental instruction and join performance ensembles at the Steinhardt School. We encourage music majors and minors to take advantage of our location in one of the world's major cultural centers by attending concerts and pursuing internships with New York recording companies, music magazines, or major performing arts organizations.

### Major

The major in music requires a total of ten 4-point courses (40 points) completed with a grade of C or better, as follows:

- Aural Perception (MUSIC-UA 193)
- Music Theory I and II (formerly Harmony and Counterpoint I and II; MUSIC-UA 201 and 202)
• Two courses in the area of “music, history, and cultures”
• Two courses in the area of “sonic art”
• Three electives, one of which must be designated as an advanced course. The advanced course is taken in fall of senior year.

Students may count up to four points of performance classes in our department or in the Steinhardt School’s Department of Music and Performing Arts Professions toward the music major.

Minor
A total of four courses (16 points) completed with a grade of C or better is required for the music minor:

• One course in music theory
• One course in the area of “music, history, and cultures”
• One course in the area of “sonic art” or one additional course in the area of “music, history, and cultures”
• One additional course numbered at or above the MUSIC-UA 100 level. Four points of performance (from our department or Steinhardt) may be used for this requirement.

Policies Applying to the Major And Minor
A grade of C or higher is required for a course to count toward the major or minor; courses taken pass/fail do not count.

The College awards 4 points for a score of 4 or 5 on the Advanced Placement examination in Music Theory and counts this as elective credit toward the baccalaureate degree, but the credits do not count toward the music major or minor. CAS does not award any credit for International Baccalaureate or any other advanced standing examinations in music.

Honors Program
Highly motivated students may take part in the department’s honors program, which culminates during the senior year with an independent study supervised by a faculty member. Students must have a 3.65 GPA both in the major and overall to pursue honors. Honors students register for a semester or more of Independent Study (MUSIC-UA 997 or 998) in which they complete a capstone project in musicology or music history, ethnomusicology, analysis, or composition. This might take the form of an analytical or historiographical study of a major work or group of works, the writing of a musical composition of substantial dimensions, or a biographical study of a composer, all under the guidance of a faculty member. A student wishing to pursue departmental honors should apply to the director of undergraduate studies. There are also three departmental prizes that the department awards to exceptional students (listed in the awards and prizes section of this Bulletin).

Performance
Students pursuing a major or minor in music, and indeed all students in the College of Arts and Science, are encouraged to participate in musical performance, lessons, and ensembles. We believe that the joys of making music, the dedication and study necessary to perform music, and the collective effort required of ensemble participants constitute an inimitable experience that should have a central place in a liberal arts education. Students can participate in the Collegium Musicum early music ensemble, the NYU Orchestra, and many of the lessons, programs, and ensembles associated with our department or the Steinhardt School of Culture, Education, and Human Development’s Department of Music and Performing Arts Professions. Students are also invited 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. 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.
COURSES

Introductory Courses
These courses are open to all students, but do not count toward the major.

The Art of Listening
MUSIC-UA 3 Offered every semester. 4 points.
Students acquire a basic vocabulary of musical terms, concepts, and listening skills in order to describe their responses to musical experiences. Considers the structure and style of influential works in the Western art music repertoire, popular music, or other musical cultures, with attention to the wider social, political, and artistic context.

The Elements of Music
MUSIC-UA 20 Recitation section required. Offered every semester. 4 points.
The underlying principles and inner workings of the tonal system that guided all of Western music from 1600 to 1900. Discussion of historical background and evolution; concepts and notation of key, scale, tonality, and rhythm. Related skills in sight-singing, dictation, and keyboard harmony in recitation.

Required Foundational Courses for the Music Major
These courses are open to all students who meet the prerequisites, but non-majors may require departmental permission.

Aural Perception
MUSIC-UA 193 Formerly MUSIC-UA 209. Prerequisite: departmental permission. 4 points. Topics vary by semester.

Music Theory I
MUSIC-UA 201 Formerly Harmony and Counterpoint I. Prerequisite: ability to read music and background in basic concepts of music theory. Laboratory section required. Offered every semester. 4 points.
Principles of tonal music composition including 18th and 19th century harmonic, formal, and contrapuntal practices. Exercises in four-part voice-leading and species counterpoint are supplemented by analyses of music from around the world and from a variety of genres, including concert and popular music.

Music Theory II
MUSIC-UA 202 Formerly Harmony and Counterpoint II. Prerequisite: Music Theory I (MUSIC-UA 201) or equivalent, or placement by departmental diagnostic exam. Laboratory section required. Offered every year. 4 points.
Chromatic harmony as developed and practiced by composers of the 19th century and beyond. Introduction to score reading and principles of musical analysis applied to larger musical structures. Continuation of species counterpoint and an introduction to invertible counterpoint and fugue.

Topics Courses for the Major
These courses are open to all students who meet the prerequisites, but non-majors may require departmental permission. Specific topics for some of these courses may vary by semester.

Music of New York
MUSIC-UA 100 Offered every summer. 4 points.
The vibrant musical life of New York in historical and cultural contexts. In-class presentations by local musicians and scholars and attendance at performances throughout the city.

Medieval and Renaissance Music
MUSIC-UA 101 Prerequisite: ability to read music. 4 points.
Music of the medieval church and court; codification and extension of plainsong and the emergence and development of polyphony; the ascendancy of secular polyphony in the 14th century and the subsequent Renaissance balance between sacred and secular; mass and motet; chanson and madrigal; and the beginnings of an autonomous repertoire for instruments in the 16th century.

Baroque and Classical Music
MUSIC-UA 102 Prerequisite: ability to read music. 4 points.
The works of Monteverdi, Vivaldi, J.S. Bach, Handel, Haydn, Mozart, and Beethoven; the ascendancy of the secular over the sacred; a new harmonic basis for musical structure: the basso continuo; the theatricalization of music in opera, oratorio, and the cantata; the rise of instrumental sonatas and concertos; and musical autonomy in the symphonies and quartets of the Viennese classicists.

19th-Century Music
MUSIC-UA 103 Prerequisite: ability to read music. 4 points.
Major composers from Beethoven through the late 19th century. Topics include the effect of romanticism on musical forms (symphony, sonata, lieder, opera), as well as the central importance of Wagner's musical ideas.
20th-Century Music
MUSIC-UA 104 Prerequisite: ability to read music. 4 points.
Revolutions of the early 20th century (Debussy, Schoenberg, Stravinsky, Bartók), mid-century trends (Webern, Boulez, Babbitt, Stockhausen), and discussion of Minimalism, Neo-Romanticism, Spectralism, and Post-Modernism.

Topics in 20th-Century Music
MUSIC-UA 111 Ability to read music suggested. 4 points.
Topics range from the study of repertoire and its performance and reception to the exploration of how mass mediation has affected the way people listen to and interact socially with music.

Interpreting Song
MUSIC-UA 135 4 points.
What is a song and just how does it work? What makes a song good, and who decides? Draws on a variety of genres, time periods, and world cultures.

The Anthropology of Music
MUSIC-UA 153 Ability to read music suggested. Offered every semester. Dang, Daughtry, Mahon, Samuels. 4 points.
The politics and ethics of ethnographic method. Major texts in ethnomusicology and cultural anthropology. Topics vary by semester.

Introduction to Celtic Music
MUSIC-UA 182 Identical to IRISH-UA 152. Offered every fall. Moloney. 4 points.
Traditional and contemporary music of Ireland, Scotland, Wales, Brittany, and Galicia. 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.

Music Theory III
MUSIC-UA 203 Formerly Harmony and Counterpoint III. Prerequisite: Music Theory II (MUSIC-UA 202) or equivalent, or placement by departmental diagnostic exam. Laboratory section required. 4 points.
Analysis of music of the late 19th, 20th, and 21st centuries, and the creation of imitative compositional models based on works and principles studied. Includes whole-tone and octatonic scale systems, atonality, serialism, and post-modern and spectral techniques.

Performance and Analysis
MUSIC-UA 206 Prerequisite: departmental audition. May be repeated for credit. Karchin. 4 points.
Performance of works from varied periods with a focus on interpretation and analysis. Works may be studied as solo pieces or as group projects (chamber music). Regular coachings.

Principles of Musical Analysis
MUSIC-UA 209 Prerequisite: Music Theory I (MUSIC-UA 201) or permission of the instructor. 4 points.
Advanced study of issues of musical construction, production, and reception. Topics vary.

Principles of Composition
MUSIC-UA 307 Prerequisite: Music Theory I (MUSIC-UA 201) or permission of the instructor. Offered every year. 4 points.
Emphasizes modern-day writing procedures. Frequent composition as well as study of musical scores. Students compose an original piece of music for performance in an end-of-semester concert by professional New York musicians.

Special Courses

Special Topics Seminar
MUSIC-UA 901 Open to juniors and seniors, or by permission of the department. Offered every semester. 4 points.
Upper-level seminar. Topics vary by term.

Internship
MUSIC-UA 980, 981 Restricted to music majors and minors. Offered every semester. 2 or 4 points per term.
For details on internship guidelines, please consult the department's website.

Independent Study
MUSIC-UA 997, 998 Prerequisite: approval of the director of undergraduate studies. Restricted to junior and senior music majors. Offered every semester. 2 or 4 points per term.
Primarily intended for students undertaking honors projects. Requires a research/writing project or composition under the supervision of a faculty member. Please consult the department's website for guidelines for independent study proposals.

Collegium Musicum
MUSIC-GA 1001, 1002 Prerequisite: permission of the department. May be repeated for credit with permission of the director of undergraduate studies. Offered every semester. Panofsky. 2 points per term.
Participation may include vocal performance or instruments such as the viol or harpsichord.

**Graduate Courses Open to Undergraduates**

Qualified undergraduates may register for graduate courses in music with the permission of the instructor and the director of undergraduate studies.
MINOR IN

Native American and Indigenous Studies

New York City is an Indigenous space. Even the original name of this island, Manahahtaan, reflects its indigeneity—this is a Munsee word describing the hickory trees clustered at its southern tip. Today, New York City has the largest urban population of Native American and Indigenous residents in the United States.

Native American and Indigenous studies (NAIS) is an interdisciplinary field that draws on research in many disciplines across the College of Arts and Science, from the humanities to the social and natural sciences. Students minoring in NAIS explore the histories, cultures, and politics of Indigenous populations both within the Americas and beyond by taking courses in a wide array of departments, including but not limited to anthropology, art history, Caribbean and Latin American studies, creative writing, English, environmental studies, global public health, history, music, politics, public policy, and social and cultural analysis.

The five-course Native American and Indigenous studies minor introduces students to the main questions and debates in the field. It broadly educates students while also promoting student and faculty scholarship about the complexity and diversity of the cultures and histories of Indigenous peoples in the Americas and around the world. The minor encourages students to understand and assess the unique relationships between Indigenous people and governments. It asks students to analyze the contributions of Indigenous peoples to global society as well as the difficulties confronting Indigenous peoples and tribal nations. Finally, it provides students with foundational knowledge to assist them in finding innovative solutions to any number of challenges facing Indigenous populations worldwide.

PROGRAM

Minor

The minor in Native American and Indigenous studies requires five 4-point courses (20 points) completed with a grade of C or better, as follows:

- Introduction to Native American and Indigenous Studies: The Politics of Indigeneity (SCA-UA 747)
- Four additional 4-point courses, one of which must address Native American or Indigenous communities in a historical context. Courses must be approved by the director.

Policies Applying to the Minor

Courses graded Pass/Fail do not count toward the minor.

Students may count up to two Indigenous language courses toward the minor.

Students may double count up to two NAIS minor courses toward their major or another minor, so long as each department or program agrees.

Students may petition the director as follows:

- To count one College Core Curriculum course toward the minor (see list of approved courses).
- To count one related internship course toward the minor.
- To count one Gallatin course (and only one) toward the minor.
- To count a course that does not focus on NAIS but is relevant to a student’s academic interest in the field. For example, if a student wishes to focus on gender and sexuality in Native American and/or Indigenous communities, the director might allow the student to count one course in gender and sexuality studies toward the minor.
MINOR IN NATIVE AMERICAN AND INDIGENOUS STUDIES

COURSES

Core Course
Introduction to Native American and Indigenous Studies: The Politics of Indigeneity
SCA-UA 747 Required of all minors. 4 points.
Introduces central questions and debates in the field: Native American hidden histories and oral histories; comparative Indigeneities; questions of “discovery” and colonialism; the politics and representations of lands, massacres, and museums; and questions of law, gender and sexuality. Begins with the history of the field and ends with decolonizing research and Indigenous futures, thus preparing students for theories and methodologies they will encounter in more advanced courses for the NAIS minor.

Elective Courses
One Gallatin course may be applied toward the minor. CAS students may apply 16 points taken in the other schools of NYU toward their degree. Students seeking to raise this limit so as to accommodate the course work of the minor in Native American and Indigenous studies must file a petition in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions. Note that courses taken in the other schools of NYU do not count toward the 64 point residency requirement in CAS (-UA) courses for internal and external transfers to the College.

For course descriptions and prerequisites, please consult departmental websites and school Bulletins.

ANTHROPOLOGY
Culture, Power, Society
ANTH-UA 1 4 points.
Language, Power, Identity
ANTH-UA 16 4 points.
Ethnography and Ethnohistory of the Andes
ANTH-UA 47 4 points.
Contemporary Issues in the Caribbean
ANTH-UA 102 4 points.
Peoples of Latin America
ANTH-UA 103 4 points.
State and Society in South Asia
ANTH-UA 104 4 points.
Anthropology of Gender and Sexuality
ANTH-UA 112 4 points.
Culture, Power, and Visual Representation
ANTH-UA 122 4 points.
Media, Culture, and Society
ANTH-UA 123 4 points.
Prehistoric Hunters and Gatherers
ANTH-UA 210 4 points.
Decolonizing and Reassembling the Museum
ANTH-UA 320 4 points.
Law, Anthropology and Social Justice
ANTH-UA 320 4 points.
Race, Difference, and Social Inequality
ANTH-UA 325 4 points.
Reimagining Community: Race, Nation, and the Politics of Belonging
ANTH-UA 325 4 points.
Language and Law
ANTH-UA 329 4 points.
Human Rights and Culture
ANTH-UA 331 4 points.
Violence, Gender, and the Law
ANTH-UA 332 4 points.
The Color of Race in the Americas:
Post Racial Mythologies
ANTH-UA 333 4 points.
Anthropology and Transnationalism
ANTH-UA 400 4 points.
Culture Through Food
ANTH-UA 410 4 points.
Anthropology of Indigenous Australia
ANTH-UA 9037 4 points.
Anthropology of Indigenous Art
ANTH-UA 9038 4 points.
Culture, Identity, and Politics in Latin America
(in Spanish)
ANTH-UA 9100 4 points.

ART HISTORY
Topics in Latin American Art: Colonial to Modern Indigenous Cinemas
ARTH-UA 316 4 points.
North American Indian Arts
ARTH-UA 570 4 points.
COLLEGE CORE CURRICULUM

Students must petition the director for permission to count one College Core Curriculum course toward the minor.

Cultures and Contexts: Latin America
CORE-UA 515 4 points.

Cultures and Contexts: Indigenous Australia
CORE-UA 536 4 points.

Cultures and Contexts: Indigenous North America
CORE-UA 519 4 points.

Cultures and Contexts: Asian/Pacific/ American Cultures
CORE-UA 539 4 points.

Cultures and Contexts: New World Encounters
CORE-UA 541 4 points.

HISTORY

The U.S. to 1865
HIST-UA 9 4 points.

Africa before Colonialism
HIST-UA 55 4 points.

Native North America
HIST-UA 87 4 points.

Race and Ethnicity in Latin America
HIST-UA 88 4 points.

Native Americans in Early American History
HIST-UA 441 4 points.

Topics: Early American Revolutions
HIST-UA 443 4 points.

American Colonial History
HIST-UA 601 4 points.

American Indian Policy since 1750
HIST-UA 620 4 points.

Colonial Latin America
HIST-UA 743 4 points.

History of Mexico
HIST-UA 752 4 points.

History of the Andes
HIST-UA 753 4 points.

Conquest and Origins of Colonialism: Latin America
HIST-UA 757 4 points.

Crafting Indigenous Histories
HIST-GA 2707 Open to undergraduates with permission of the instructor. 4 points.

LATIN AMERICAN AND CARIBBEAN STUDIES

Beginning Quechua I
LATC-UA 101 4 points.

Beginning Quechua II
LATC-UA 102 4 points.

Intermediate Quechua I
LATC-UA 103 4 points.

Intermediate Quechua II
LATC-UA 104 4 points.

Language and Power in Colonial and Postcolonial Latin America
LATC-UA 600 4 points.

Students may inquire about taking Mixtec at Lehman College and Nahuatl at Columbia University for transfer credit. This requires a petition to the CAS Associate Dean for Students.

LINGUISTICS

Indigenous Languages of the Americas
LING-UA 9 4 points.

Language in Latin America
LING-UA 30 4 points.

Introduction to African Languages
LING-UA 9058 4 points.

SOCIAL AND CULTURAL ANALYSIS

Introduction to Africana Studies
SCA-UA 102 4 points.

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

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

Social Movements and Alternative Futures
SCA-UA 237 4 points.

Topics: Critical Indigenous Theory
SCA-UA 280 4 points.

Food, Land, and Power
SCA-UA 380 4 points.

The Australian Experience
SCA-UA 9809 4 points.
Students may also take Indonesian, Swahili, Tagalog, Twi, Wolof, Yoruba, and Zulu under SCA course numbers. Indonesian, Wolof, Yoruba (intermediate-level only; elementary level offered in SCA), and Zulu are offered through a consortium with Columbia University; Swahili is also available there when SCA cannot offer it. Students may also inquire about taking Hausa and Pulaar at Columbia University for transfer credit; this requires a petition to the CAS Associate Dean for Students.

**SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES**

- **The Iberian Atlantic**
  SPAN-UA 300 4 points.
- **Pre-Hispanic Literature: The Incas, Aztecs, and Mayas**
  SPAN-UA 370 4 points.

**GALLATIN SCHOOL OF INDIVIDUALIZED STUDY**

Students must petition the director for permission to count one Gallatin course toward the minor.

- **Narratives of African Civilizations**
  IDSEM-UG 1197 4 points.
- **Feminism, Empire, and Postcoloniality**
  IDSEM-UG 1523 4 points.
- **Aesthetic Justice**
  IDSEM-UG 1883 4 points.
- **Indigenous Futures: Decolonizing NYC—Documenting the Lenape Trail**
  IDSEM-UG 1900 6 points.
- **Social Theory and Curatorial Practice**
  IDSEM-UG 1901 4 points.
Major

The neural science major requires fifteen courses (63 points), as follows:

- Introduction to Neural Science (NEURL-UA 100)
- Cellular and Molecular Neurobiology (NEURL-UA 210)
- Behavioral and Integrative Neuroscience (NEURL-UA 220)
- General Chemistry and Laboratory I, II (CHEM-UA 125, 126)
- Principles of Biology I, II (BIOL-UA 11, 12)
- Molecular and Cell Biology I (BIOL-UA 21)
- General Physics II (PHYS-UA 12). Please note that General Physics I (PHYS-UA 11), or credit for AP Physics C (Mechanics), is a prerequisite for General Physics II. Exceptions may be made on a case-by-case basis by the Department of Physics. Students are not automatically permitted to take PHYS-UA 12 before/without PHYS-UA 11.
- Calculus I (MATH-UA 121)
- One approved statistics course, such as Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Three elective courses in neural science (may include NEURL-UA 302, NEURL-UA 305)
- One approved upper-level course in either psychology or biology

Prehealth students must take, in addition to the above, Principles of Biology Lab (BIOL-UA 123), General Physics I (PHYS-UA 11), Organic Chemistry and Laboratory I, II (CHEM-UA 225, 226), and Biochemistry I (CHEM-UA 881).
AP or other advanced standing credit is only accepted for the calculus and statistics requirements on a case-by-case basis and must be approved by a neural science adviser.

A grade of B-minus or better in Introduction to Neural Science (NEURL-UA 100), best taken in fall of sophomore year, is required to declare the major; a grade of C or better is required in all other courses for the major.

Students should meet with a neural science adviser as early in their NYU career as possible (freshman year is recommended).

Honors Program

To graduate with honors in neural science, students must achieve a GPA of 3.65 in both the major and overall. In the fall semester of their senior year, students seeking honors must complete the Honors Seminar (NEURL-UA 301). In the spring of their senior year, they must present a paper at the College’s annual Undergraduate Research Conference and submit an honors thesis that is accepted by the faculty sponsor and the director of undergraduate studies.

Admittance to the laboratory courses associated with Cellular and Molecular Neurobiology (NEURL-UA 210) and Behavioral and Integrative Neuroscience (NEURL-UA 220) is assured and required only for students in the honors track.

COURSES

Introduction to Neural Science
NEURL-UA 100 Identical to BIOL-UA 100. Prerequisites: Principles of Biology I, II (BIOL-UA 11, 12). Recommended corequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered in the fall. Glimcher, Movshon. 4 points.

Introductory lecture covering such fundamental topics as principles of brain organization, structure and ultrastructure of neurons, neurophysiology and biophysics of excitable cells, synaptic transmission, neurotransmitter systems and neurochemistry, neuropharmacology, neuroendocrine relations, molecular biology of neurons, development and plasticity of the brain, aging and diseases of the nervous system, organization of sensory and motor systems, structure and function of the cerebral cortex, and modeling of neural systems.

Cellular and Molecular Neurobiology
NEURL-UA 210 Formerly NEURL-UA 201. Identical to BIOL-UA 201. Prerequisites: Introduction to Neural Science (NEURL-UA 100), Molecular and Cell Biology I (BIOL-UA 21), and General Physics II (PHYS-UA 12). Offered in the fall. Aoki, Klann, Reyes. 4 points.

Lectures and laboratories are organized into three areas: cell structure and organization of the vertebrate central nervous system, mechanisms underlying neural signaling and plasticity, and control of cell form and its developmental determinants. Laboratory instruction in anatomical, physiological, and biochemical methods for investigating the biology of nerve cells is offered.

Note: Neural science majors on the honors track must register for both the lecture and the laboratory (4 and 2 points, respectively), but these need not be taken simultaneously; other students may only register for the lab section with permission of the instructor.

Behavioral and Integrative Neuroscience
NEURL-UA 220 Identical to BIOL-UA 220. Prerequisite: Introduction to Neural Science (NEURL-UA 100). Offered in the spring. Kiani, Peron, Pesaran. 4 points.

Lectures and laboratories cover four main areas: sensory process, learning and memory, motivational and attentional mechanisms, and the motor system. Laboratories employ a range of electrophysiological techniques, lesions and pharmacological manipulations, and various behavioral techniques to examine the integrative processes by which the brain governs behavior. Note: Neural science majors in the honors track must register for both the lecture and the laboratory (4 and 2 points, respectively), but these need not be taken simultaneously; other students may only register for the lab section with permission of the instructor.

Development and Dysfunction of the Nervous System
NEURL-UA 305 Prerequisites: Introduction to Neural Science (NEURL-UA 100) and Cellular and Molecular Neurobiology (NEURL-UA 210). Offered in the spring. Sanes. 4 points.
Explores how the nervous system develops in normal animals, and how genetic and epigenetic factors can disrupt these processes. Lectures on normal developmental mechanisms are interleaved with those on disorders to provide a solid foundation for understanding abnormal events during maturation. The lectures on normal development cover a broad range of topics, including differentiation, axon outgrowth, synapse formation, specificity of connections, and plasticity. The lectures on dysfunction include autism, dyslexia, mental retardation, specific language impairment, hearing loss, blindness, ADHD, demyelinating or neurodegenerative disorders, and axon regeneration. How current theories can explain the etiology of each disorder and how basic research can best facilitate advances in knowledge and, ultimately, lead to treatments or cures.

**Special Courses**

**Honors Seminar**

NEURL-UA 301 Required for students in the honors track. Offered in the fall. Louie, Semple. 4 points.

Intended for honors-track seniors currently conducting research towards their honors thesis. Covers both practical and theoretical aspects of succeeding in science with topics such as scientific writing, authorship and publication practices, navigating mentorship relationships, and oral presentation skills. Structured as a weekly seminar class with active participation, including student presentation of journal articles and varying length presentations of students’ own research projects.

**Special Topics in Neural Science**

NEURL-UA 302 Prerequisite: Cellular and Molecular Neurobiology (NEURL-UA 210) and/or Behavioral and Integrative Neuroscience (NEURL-UA 220), or permission of the instructor. Offered in the fall and spring. Various faculty. 4 points.

Lectures present background material and address current problems; reading and discussion of review articles and current literature on the topic. Topics vary and may include cognitive neural science, signal processing in neural networks, molecular mechanisms of memory, motor function, vision, and the effects of exercise on the brain. Students may take up to three different versions of this course.

**Independent Study**

NEURL-UA 997, 998 Offered in the fall and spring. 1 to 4 points per term.

Independent study with a Center for Neural Science faculty member. Open to advanced neural science majors with permission of the director of undergraduate studies.
Philosophy poses general questions about reality, knowledge, reasoning, language, and conduct. The four main branches are metaphysics (What is the ultimate nature of reality? What really exists and what is mere appearance?), epistemology (What, if anything, can be known and how?), logic (What are the principles of correct reasoning?), and ethics (What is moral value? And what moral values should we adopt?). Other, more specific branches of philosophy address questions concerning the nature of art, law, medicine, politics, religion, and the sciences.

Everyone tends to have or assume answers to these questions. The aim of the department is to enable students to identify, clarify, and assess these answers, both ancient and modern. Philosophy prepares students for a more reflective life, for advanced studies in the subject, and for professions that emphasize analytic thinking and argumentation, such as law, business, and programming.

Major in Philosophy

A major in philosophy requires ten 4-point courses (40 points) in the department. These ten courses must include the following:

- One (and only one) introductory course (PHIL-UA 1, 2, 3, 4, 5, 6, or 7)
- Logic (PHIL-UA 70)
- History of Ancient Philosophy (PHIL-UA 20)
- History of Modern Philosophy (PHIL-UA 21)
- Ethics (PHIL-UA 40) or Nature of Values (PHIL-UA 41) or Political Philosophy (PHIL-UA 45)
- Epistemology (PHIL-UA 76) or Metaphysics (PHIL-UA 78) or Philosophy of Science (PHIL-UA 90)
- Philosophy of Mind (PHIL-UA 80) or Philosophy of Language (PHIL-UA 85)
- One topics course (PHIL-UA 101, PHIL-UA 102, PHIL-UA 103, or PHIL-UA 104)
- The remaining two courses may be chosen from any departmental offerings, except introductory courses.

All students must begin with one of the introductory courses. Satisfactory completion of any one course at the introductory level is a prerequisite for all of the other courses required for the major, except Logic. It is recommended that those considering a major take Logic as soon as possible.
No credit toward the major is awarded for a course with a grade lower than C.

**Joint Major in Language and Mind**

This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics, Philosophy, and Psychology. Ten courses (40 points) with a grade of C or higher are required (four in linguistics, one in philosophy, four in psychology, and one additional course).

The linguistics component consists of these four courses:

- Language and Mind (LING-UA 3) or Language (LING-UA 1)
- Two courses chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Phonological Analysis (LING-UA 12) [Note that Sound and Language (LING-UA 11) is a prerequisite for Phonological Analysis and is only offered in the Fall Semester.]
  - Grammatical Analysis (LING-UA 13)
- One course chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Psycholinguistics (LING-UA 5)
  - Patterns in Language (LING-UA 6)
  - Formal Languages (LING-UA 7)
  - Sound and Language (LING-UA 11)
  - Phonological Analysis (LING-UA 12)
  - Grammatical Analysis (LING-UA 13)
  - Advanced Semantics (LING-UA 19)
  - The Syntax/Semantics Interface: Hungarian (LING-UA 37)
  - Neural Bases of Language (LING-UA 43 or PSYCH-UA 300)
  - Linguistics as Cognitive Science (LING-UA 48)
  - Learning to Speak (LING-UA 54)
  - Introduction to Morphology at an Advanced Level (LING-UA 55)
  - First Language Acquisition (LING-UA 59 or PSYCH-UA 300)

The philosophy component is any one of the following three courses (4 points):

- Minds and Machines (PHIL-UA 5)
- Logic (PHIL-UA 70)
- Philosophy of Language (PHIL-UA 85)

The psychology component consists of four courses (16 points):

- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Cognition (PSYCH-UA 29)
- One course from:
  - Introduction to Psycholinguistics (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)
- One course from:
  - Perception (PSYCH-UA 22)
  - Cognitive Neuroscience (PSYCH-UA 25)
  - Laboratory in Perception (PSYCH-UA 44)
  - Laboratory in Human Cognition (PSYCH-UA 46)
  - Introduction to Psycholinguistics (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)
The tenth course (4 points) will be one of the above-listed courses that has not already been chosen to satisfy the departmental components.

For advisement, language and mind majors should consult with the directors of undergraduate studies of the participating departments.

**Minor in Philosophy**

A minor in philosophy requires four 4-point courses (16 points) in the department. These four courses must include one (and only one) introductory course (PHIL-UA 1-7), and one course from each of the department's three subject groupings:

- Group 1: History of Philosophy
- Group 2: Ethics, Values, and Society
- Group 3: Logic, Epistemology, Metaphysics, Mind and Language

No credit toward the minor is awarded for a course with a grade lower than C.

**Independent Study**

A student may register for an independent study course (PHIL-UA 301, 302; 2 or 4 points per term) if he or she obtains the consent of a faculty member who approves the study project and agrees to serve as adviser. The student must also obtain the approval of either the department chair or the director of undergraduate studies. The student may take no more than one such course in any given semester and no more than two such courses in total, unless granted special permission by either the department chair or the director of undergraduate studies.

**Honors Program**

The following regulations apply to the class of 2019 and beyond.

Honors in philosophy will be awarded to majors who (1) have a GPA of 3.65 or higher both in philosophy and overall and (2) successfully complete the honors program. The program requires eleven courses in philosophy, ten of which satisfy the requirements of the ordinary philosophy major. The eleventh course is a 6-credit, two-term thesis project.

The department offers two Advanced Seminars: PHIL-UA 200 in the spring semester and PHIL-UA 201 in the fall. The honors program requires both of these seminars, at least one of which must be taken before the end of the junior year. (At the discretion of the director of undergraduate studies, a seminar with the same number may be taken twice, provided the topics covered are sufficiently different.) These seminars are open to all students having at least a GPA of 3.65 in philosophy and overall, whether or not they plan to apply to the honors program. The seminars introduce students to a variety of topics that are appropriate for honors theses. In the normal case, these seminars will count as electives toward the philosophy major.

Students wishing to enter the honors program must submit a thesis proposal, endorsed by a faculty thesis advisor, before the end of their junior year. In the normal case, the proposal will consist of a paper that the student plans to expand into an honors thesis. It is not required that the paper be written in an advanced seminar, although the seminars will provide opportunities for writing papers appropriate for this purpose. (The thesis advisor need not be the faculty member who taught the course in which the paper was originally written.)

Upon admission into the honors program, students are expected to read for the thesis over the summer between junior and senior years. Students then enroll in Honors Thesis Workshop (PHIL-UA 202) in the fall of the senior year. This is a 6-point course consisting of independent thesis work (under the advisor's supervision) and thesis-writing discussion workshops (led by a member of the faculty). The thesis is due at the end of January term of the senior year, with oral thesis exams to be held in the first week of the spring semester.
DEPARTMENT OF PHILOSOPHY

COURSES

Course Prerequisites
The department treats its course prerequisites seriously. Students not satisfying a course's prerequisites must seek the permission of the instructor to register.

Introductory Courses
All introductory courses provide training in philosophical argument and writing. Only one introductory course can count toward the major or minor.

Central Problems in Philosophy
PHIL-UA 1 Formerly PHIL-UA 10. Offered every year. 4 points.
An introduction to philosophy through the study of selected central problems. Topics may include free will; the existence of God; skepticism and knowledge; the mind-body problem.

Great Works in Philosophy
PHIL-UA 2 Offered every year. 4 points.
An introduction to philosophy through the study of some of the most important and influential writings in its history. Authors studied may include Plato, Aristotle, Descartes, Hume, Kant, Nietzsche, Wittgenstein.

Ethics and Society
PHIL-UA 3 Formerly PHIL-UA 5. Offered every year. 4 points.
An introduction to philosophy through the study of selected moral and social issues. Topics may include inequalities and justice; public vs. private good; regulation of sexual conduct and abortion; war and capital punishment.

Life and Death
PHIL-UA 4 Formerly PHIL-UA 17. Offered every year. 4 points.
An introduction to philosophy through the study of issues bearing on life and death. Topics may include the definition and value of life; grounds for creating, preserving, and taking life; personal identity; ideas of death and immortality; abortion and euthanasia.

Minds and Machines
PHIL-UA 5 Formerly PHIL-UA 15. Offered every year. 4 points.
An introduction to philosophy through the study of issues in cognitive science. Topics may include the conflict between computational and biological approaches to the mind; whether a machine could think; the reduction of the mind to the brain; connectionism and neural nets.

Global Ethics
PHIL-UA 6 Offered every year. 4 points.
Introduces three broad traditions of normative thinking: one Confucian tradition, one based in Islamic law, and one derived from European liberalism. Addresses three current areas of normative debate: global economic inequality, gender justice, and human rights. Explores these first-order questions against the background of the three broad traditions.

Consciousness
PHIL-UA 7 Offered every other year. Block. 4 points.
Examines conceptual and empirical issues about consciousness. Issues covered may include the explanatory gap, the hard and harder problems of consciousness, phenomenal concepts, the mind-body problem and neural correlates of consciousness, higher-order theories of consciousness, and arguments for dualism.

Group 1: History of Philosophy

History of Ancient Philosophy
PHIL-UA 20 Prerequisite: one introductory course. Offered in the fall. 4 points.
Examination of the major figures and movements in Greek philosophy, especially Plato and Aristotle.

History of Modern Philosophy
PHIL-UA 21 Prerequisite: one introductory course. Offered in the spring. 4 points.
Examination of the major figures and movements in philosophy in Europe from the 17th to the early 19th century, including some of the works of Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant.

Plato
PHIL-UA 22 Prerequisite: one introductory course. Offered every other year. 4 points.
Close study of selected dialogues, including his masterpiece, the Republic. Explores issues in ethics, metaphysics, epistemology, psychology, and political philosophy, learning Plato's views on these topics as well as working to critique them and to engage with them philosophically.

Aristotle
PHIL-UA 24 Prerequisite: one introductory course. Offered every other year. 4 points.
Examines various aspects of Aristotle's philosophy: ethics, psychology, physics, metaphysics, and epistemology. Aims to understand Aristotle's ideas.
and to engage with them philosophically through careful reading of his works.

**Philosophy in the Middle Ages**
PHIL-UA 25 Identical to MEDI-UA 60.  
Prerequisite: one introductory course. Offered every other year. 4 points.  
Study of major medieval philosophers, their issues, schools, and current philosophic interests. Includes, among others, Augustine, Anselm, Thomas Aquinas, Duns Scotus, and William of Ockham.

**Kant**
PHIL-UA 30 Prerequisite: one introductory course.  
Offered every other year. 4 points.  
Study of Kant’s metaphysics, epistemology, and ethics.

**From Hegel to Nietzsche**
PHIL-UA 32 Prerequisite: one introductory course.  
Offered every other year. 4 points.  
Study of principal philosophic works by Hegel and Nietzsche, with some attention to some of the following: Fichte, Schelling, Kierkegaard, Schopenhauer, and Marx.

**Existentialism and Phenomenology**
PHIL-UA 36 Prerequisite: one introductory course.  
Offered every other year. 4 points.  
Examines the characteristic method, positions, and themes of the existentialist and phenomenological movements and traces their development through study of such thinkers as Kierkegaard, Nietzsche, Husserl, Heidegger, Merleau-Ponty, and Sartre.

**Recent Continental Philosophy**
PHIL-UA 39 Prerequisite: one introductory course.  
Offered every other year. 4 points.  
Surveys and evaluates the ideas of the major figures in continental philosophy in the latter part of the 20th century. Authors include (late) Heidegger, Gadamer, Habermas, Foucault, and Derrida.

**Topics in the History of Philosophy**
PHIL-UA 101 Prerequisite: History of Ancient Philosophy (PHIL-UA 20) or History of Modern Philosophy (PHIL-UA 21). Offered every year. 4 points.  
Careful study of a few topics in the history of philosophy—either one philosopher's treatment of several philosophical problems, or several philosophers’ treatments of one or two closely related problems. Examples: selected topics in Aristotle, theories of causation in early modern philosophy, and Kant’s reaction to Hume.

**Group 2: Ethics, Values, and Society**

**Ethics**
PHIL-UA 40 Prerequisite: one introductory course.  
Offered every semester. 4 points.  
Examines fundamental questions of moral philosophy: What are our most basic values, and which of them are specifically moral values? What are the ethical principles, if any, by which we should judge our actions, ourselves, and our lives?

**The Nature of Values**
PHIL-UA 41 Prerequisite: one introductory course.  
Offered every year. 4 points.  
Examines the nature and grounds of judgments about moral and/or nonmoral values. Are such judgments true or false? Can they be more or less justified? Are the values of which they speak objective or subjective?

**Applied Ethics**
PHIL-UA 42 Prerequisite: one introductory course.  
Offered periodically. 4 points.  
Explores contemporary debates regarding contentious ethical issues. It has two aims: (1) to identify the moral theories and concepts shaping these debates and (2) to use these debates to refine and evaluate these theories and concepts. Topics may be drawn from areas such as environmental ethics, business ethics, and medical ethics.

**Empirical Moral Psychology**
PHIL-UA 43 Prerequisite: one introductory course.  
Offered every other year. 4 points.  
Surveys recent empirical studies of how humans make moral judgments and decisions, and assesses the significance of this work for some of the traditional concerns of moral philosophy. Readings are drawn from social psychology, evolutionary biology, cognitive neuroscience, and philosophical texts from the Western ethical tradition.

**Political Philosophy**
PHIL-UA 45 Prerequisite: one introductory course.  
Offered every other year. 4 points.  
Examines fundamental issues concerning the justification of political institutions. Topics may include democratic theory, political obligation and liberty, criteria of a just society, human rights, and civil disobedience.

**Medical Ethics**
PHIL-UA 50 Offered every year. 4 points.  
Examines moral issues in medical practice and research. Topics include euthanasia and quality of
life; deception, hope, and paternalism; malpractice and unpredictability; patient rights, virtues, and vices; animal, fetal, and clinical research; criteria for rationing medical care; ethical principles, professional codes, and case analysis (for example, Quinlan, Willowbrook, Baby Jane Doe).

The Idea of Law in the West: From Natural Law to Natural Right
PHIL-UA 51 Offered in the spring. 4 points.
Examines the two main traditions of thought that shaped the Western idea of law from the Middle Ages to the 19th century: the so-called natural law tradition, represented by Thomas Aquinas and others, and the voluntarist or positivist tradition, represented most fully by Thomas Hobbes and Immanuel Kant. Additional readings will be drawn from Ockham, Luther, Suarez, Spinoza, Hegel, Nietzsche, and others.

Philosophy of Law
PHIL-UA 52 Prerequisite: one introductory course.
Offered every other year. 4 points.
Examines the nature of law, its relations to morality, and its limits. Topics: positivism and natural law theory; theories of criminal justice and punishment; concepts of liberty, responsibility, and rights. Considers the views of such thinkers as Austin, Bentham, Dworkin, Fuller, Hart, and Rawls.

Philosophical Perspectives on Feminism
PHIL-UA 55 Offered every other year. 4 points.
Evaluation of the morality and rationality of typical female and male behavior and motivation, and of the social institutions relating the sexes. Critical examination of proposals for change. Topics include development of gender- and non-gender-typed personalities; heterosexuality and alternatives; marriage, adultery, and the family; concepts of sexism and misogyny; and political and economic philosophies of sex equality and inequality.

Aesthetics
PHIL-UA 60 Prerequisite: one introductory course.
Offered every other year. 4 points.
Introduces problems raised by the nature of art, artworks, and aesthetic judgment. Topics include the expressive and representational properties of artworks, aesthetic attention, and appreciation; and the creation, interpretation, and criticism of artworks. Readings from classical and contemporary sources.

Topics in Ethics and Political Philosophy
PHIL-UA 102 Prerequisite: Ethics (PHIL-UA 40), The Nature of Values (PHIL-UA 41), or Political Philosophy (PHIL-UA 45). Offered every year. 4 points.
Thorough study of various concepts and issues in current theory and debate. Examples: moral and political rights, virtues and vices, equality, moral objectivity, the development of moral character, the variety of ethical obligations, and ethics and public policy.

Group 3: Logic, Epistemology, Metaphysics, Mind and Language

Logic
PHIL-UA 70 Offered every semester. 4 points.
An introduction to the basic techniques of sentential and predicate logic. Students learn how to put arguments from ordinary language into symbols, how to construct derivations within a formal system, and how to ascertain validity using truth tables or models.

Advanced Logic
PHIL-UA 72 Prerequisite: Logic (PHIL-UA 70).
Offered every other year. 4 points.
An introduction to the basic concepts, methods, and results of metalogic, i.e., the formal study of systems of reasoning.

Set Theory
PHIL-UA 73 Prerequisite: Logic (PHIL-UA 70).
Offered every other year. 4 points.
An introduction to the basic concepts and results of set theory.

Modal Logic
PHIL-UA 74 Prerequisite: Logic (PHIL-UA 70).
Offered every other year. 4 points.
Modal logic is the logic of necessity, possibility, and related notions. In recent times, the framework of possible worlds has provided a valuable tool for investigating the formal properties of these notions. Provides an introduction to the basic concepts, methods, and results of modal logic, with an emphasis on its application to such other fields as philosophy, linguistics, and computer science.

Epistemology
PHIL-UA 76 Formerly Belief, Truth, and Knowledge.
Prerequisite: one introductory course. Offered every year. 4 points.
Considers questions such as the following: Can I have knowledge of anything outside my own
mind—for example, physical objects or other minds? Or is the skeptic’s attack on my commonplace claim to know unanswerable? What is knowledge, and how does it differ from belief?

**Metaphysics**
PHIL-UA 78 Prerequisite: one introductory course. Offered every year. 4 points.
Discusses general questions concerning the nature of reality and truth. What kind of things exist? Are there minds or material bodies? Is change illusory? Are human actions free or causally determined? What is a person, and what, if anything, makes someone one and the same person?

**Philosophy of Mind**
PHIL-UA 80 Prerequisite: one introductory course. Offered every year. 4 points.
Examination of the relationship between the mind and the brain, of the nature of the mental, and of personal identity. Can consciousness be reconciled with a scientific view of the world?

**Philosophy of Language**
PHIL-UA 85 Prerequisite: Logic (PHIL-UA 70) and one introductory course. Offered every year. 4 points.
Examines various philosophical and psychological approaches to language and meaning, as well as their consequences for traditional philosophical problems in metaphysics, epistemology, and ethics. Discusses primarily 20th-century authors, including Russell, Wittgenstein, and Quine.

**Philosophy of Science**
PHIL-UA 90 Prerequisite: one introductory course. Offered every year. 4 points.
Examination of philosophical issues about the natural sciences. Central questions include the following: What is the nature of scientific explanation? How does science differ from pseudoscience? What is a scientific law? How do experiments work?

**Philosophy of Biology**
PHIL-UA 91 Prerequisite: one introductory course. Offered every other year. 4 points.
Examines the philosophical or conceptual issues that arise in and about biology, including the proper role, if any, of teleology in biology; the analysis of biological functions; the structure of the theory of evolution by natural selection and the sense of its key concepts, such as fitness and adaptation; the unit of selection; essentialism and the nature of species.

**Philosophical Applications of Cognitive Science**
PHIL-UA 93 Prerequisite: one introductory course. Offered in the fall. 4 points.
The relevance of recent discoveries about the mind to philosophical questions about metaphysics, logic, and ethics. Questions include the following: What is causation? Is there a right way to “carve up” the world into categories? Why do we see the world as consisting of objects in places? Are the rules of logic objective or just the way we happen to think? Is there such a thing as objective right and wrong?

**Philosophy of Physics**
PHIL-UA 94 Identical to PHYS-UA 190. Offered every other year. 4 points.
Different approaches to understanding space and time, including the debates between Newton and Leibniz and Einstein’s Special and General Theories of Relativity. Mathematics above the level of algebra is neither used nor required.

**Philosophy of Religion**
PHIL-UA 96 Prerequisite: one introductory course. Offered every other year. 4 points.
Among the topics discussed are the nature of religion, the concept of God, the grounds of belief in God, the immortality of the soul, faith, revelation, and problems of religious language. Readings from both classic and contemporary sources.

**Philosophy of Mathematics**
PHIL-UA 98 Prerequisite: Logic (PHIL-UA 70) and one introductory course. Offered every other year. 4 points.
Critical discussion of alternative philosophical views as to what mathematics is, such as Platonism, empiricism, constructivism, intuitionism, formalism, logicism, and various combinations thereof.

**Topics in Metaphysics and Epistemology**
PHIL-UA 103 Prerequisite: Epistemology (PHIL-UA 76) or Metaphysics (PHIL-UA 78) or Philosophy of Science (PHIL-UA 90). Offered every year. 4 points.
Careful study of a few current issues in epistemology and metaphysics. Examples: skepticism, necessity, causality, personal identity, and possible worlds.

**Topics in Language and Mind**
PHIL-UA 104 Prerequisite: Logic (PHIL-UA 70) and either Philosophy of Mind (PHIL-UA 80) or Philosophy of Language (PHIL-UA 85). Offered every year. 4 points.
Careful study of a few current issues in language and mind. Examples: theory of reference, analyticity, intentionality, theory of mental content.
and attitudes, emergence and supervenience of mental states.

Honors for Students Graduating in and after May 2019

Advanced Seminar
PHIL-UA 200, 201 Prerequisite: open to all students with a GPA of 3.65 or higher both in philosophy and overall, whether or not they plan to apply to the honors program. For students applying to the honors program, both seminars are required, and at least one of these two seminars must be taken before the end of the junior year. PHIL-UA 200 is offered every spring; PHIL-UA 201 is offered every fall. 4 points.

Introduces students to a variety of topics that are appropriate for honors theses. For students not completing honors, these seminars will count as electives toward the philosophy major. See requirements in the description of the departmental honors program.

Honors Thesis Workshop
PHIL-UA 202 Prerequisite: upon admission into the honors program, students are expected to read for the thesis over the summer between junior and senior years. Offered every fall. 6 points.

A seminar taken in fall of senior year. Consists of independent thesis work (under the advisor’s supervision) plus a thesis-writing discussion workshop (led by a member of the faculty). The thesis is due at the end of January term of the senior year, with oral thesis exams to be held in the first week of the spring semester. See requirements in the description of the departmental honors program.

Independent Study

Independent Study
PHIL-UA 301, 302 Prerequisite: approval of a faculty supervisor. Available only for study of subjects not covered in regularly offered courses. 2 or 4 points per term.
DEPARTMENT OF

Physics

as.nyu.edu/physics • 726 Broadway, 8th-10th Floor • New York, NY 10003 • 212-998-7700

Physics is the most basic of the natural sciences. It is concerned with understanding the world on all scales of length, time, and energy. The methods of physics are diverse, but they share a common objective to develop and refine fundamental models that quantitatively explain observations and the results of experiments. The discoveries of physics rank among the most important achievements of human inquiry and have had an enormous impact on human culture and civilization. Members of the department conduct research in the fields of astrophysics, biophysics, cosmology, elementary particle physics, gravitation, hard and soft condensed matter physics, and statistical physics, carrying out experimental work in state-of-the art laboratories in the department and at such national and international facilities as the Large Hadron Collider at CERN and large astronomical observatories.

The educational programs of the department are aimed at providing a range of courses to meet the needs of different student groups. For undergraduate physics majors, there is a rigorous core program, exposure to current frontiers, and opportunities for research. For science majors outside of physics, there are technical courses that emphasize the fundamental physical laws that underpin other sciences; and for other majors, nontechnical courses introduce some of the most important concepts of physics and their impact on the contemporary world.

FACULTY

Professors Emeriti
Bederson, Brown, Glassgold, Hoffert, Hohenberg, Levy, Lowenstein, Richardson, Robinson, Rosenberg, Sculli, Sirlin

Silver Professors;
Professors of Physics
Chaikin, Dvali, Pine

Collegiate Professors;
Professors of Physics
Farrar, Mincer

Professors
Budick, Gabadadze, Grier, Grosberg, Hogg, Kent, Nemethy, Percus, Porrati, Scoccimarro, Sokal, Stein, Stroke, Weiner, Zhang, Zwanziger

Associate Professors
Blanton, Brujic, Cranmer, Dubovsky, Gruzinov, Haas, Kleban, MacFadyen, Mitra, Modjaz, Sleator

Assistant Professors
Ali-Haïmoud, Gershow, Pullen, Ruderman, Shabani, Tinker, Wray, Zidovska

Clinical Professor
Adler, Moscatelli

PROGRAM

Departmental Objectives
The B.A. and B.S. programs for the major provide good preparation for graduate school and develop a range of technical skills relating to building quantitative theoretical models and making precise measurements of physical phenomena. The programs are also designed to satisfy curiosity about the fundamental laws that govern every aspect of the world, from the interactions of subatomic particles to the origin and behavior of the entire universe. They are simultaneously very deep and very broad. Course work includes both theoretical subjects and experimental activity in laboratories. The programs are designed to give students flexibility in years three and four to pursue interdisciplinary activities, spend time abroad, or delve into greater depth in a subject or into original research.

The department is a collegial place where faculty and students get to know one another well. There are regular formal and informal seminars, as well as a thriving Society of Physics Students, and students and faculty often collaborate on original research problems. Many majors participate in original research and coauthor scientific publications. Our students are extremely well prepared for a wide range of activities—not just in scientific research, but also in professional and engineering pursuits, or any area where abstract thinking and quantitative modeling of real systems are necessary and rewarded.
For non-majors, the department offers non-technical courses that introduce some of the concepts and events that are most important to understanding physics and its impact. For science majors outside of physics, there are technical courses on the fundamental laws that underpin the other sciences. The department also provides courses designed to meet the preprofessional goals of prehealth students and students in engineering disciplines. In addition, students who are interested in obtaining significant exposure to the ideas of physics without committing to the major or without obtaining a comprehensive mathematical background can minor in physics or astronomy.

**Major in Physics, Bachelor of Arts (B.A.)**

This major program consists of the following eighteen courses (53 to 55 points) completed with a grade of C or better:

**Year 1:**
- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Physics I (PHYS-UA 91) and Introductory Experimental Physics I (PHYS-UA 71) (5 points together)
- Physics II (PHYS-UA 93) and Introductory Experimental Physics II (PHYS-UA 72) (5 points together)

**Year 2:**
- Calculus III (MATH-UA 123)
- Physics III (PHYS-UA 95) and Intermediate Experimental Physics I (PHYS-UA 73) (5 points together)
- Classical and Quantum Waves (PHYS-UA 105) and Intermediate Experimental Physics II (PHYS-UA 74) (5 points together)
- Mathematical Physics (PHYS-UA 106)

**Years 3 and 4:**
- Advanced Experimental Physics (PHYS-UA 112)
- Quantum Mechanics I (PHYS-UA 123)
- Electricity and Magnetism I (PHYS-UA 131)
- Thermal and Statistical Physics (PHYS-UA 140)
- Two advanced physics electives (3 or 4 points each)

Students planning to do graduate work in physics or related areas are advised to take the following courses in year 3 or 4: Dynamics (PHYS-UA 120), Quantum Mechanics II (PHYS-UA 124), and Computational Physics (PHYS-UA 210).

**Major in Physics, Bachelor of Science (B.S.)**

This optional major program provides breadth in the sciences in addition to physics. The B.S. degree in physics will be granted to students completing the following:

- The required courses for the B.A. major (see above) with the same AP policies, but with only one advanced physics elective instead of two
- Computational Physics (PHYS-UA 210)
- Two courses in chemistry at or above the level of General Chemistry I, II and Laboratory (CHEM-UA 125, 126)
- One course in biology at or above the level of Principles of Biology I (BIOL-UA 11), or in chemistry above the level of General Chemistry II and Laboratory (CHEM-UA 126)

**Acceptable Advanced Electives in Physics for the B.A. and B.S. Majors**

These courses are offered in either the fall or spring term (not both), and some are not offered every year. Please see course descriptions in this Bulletin for prerequisites and frequency of offering. Additional electives may be available; majors should contact the Department of Physics for information.

- Dynamics (PHYS-UA 120)
- Quantum Mechanics II (PHYS-UA 124)
• Electricity and Magnetism II (PHYS-UA 132)
• Optics (PHYS-UA 133)
• Condensed Matter Physics (PHYS-UA 135)
• Readings in Particle Physics (PHYS-UA 136)
• Quantum Information and Computing (PHYS-UA 138)
• Astrophysics (PHYS-UA 150)
• Physics of Biology (PHYS-UA 160)
• General Relativity (PHYS-UA 170)
• Introduction to Fluid Dynamics (PHYS-UA 180)
• Philosophy of Physics (PHYS-UA 190)
• Computational Physics (PHYS-UA 210)
• Special Topics in Physics (PHYS-UA 800)

Notes on the Major

Advanced Placement (AP) credit: In the summer before their freshman year, students considering a major in physics may consult with the department about possibly counting credit for AP Physics C: Mechanics and/or AP Physics C: Electricity and Magnetism toward the major and placing out of Physics I (PHYS-UA 91) and/or Physics II (PHYS-UA 93), respectively. Students are usually advised, however, to take Physics I and II at NYU as a foundation for doing well in the major curriculum. If majors are granted permission to place out of PHYS-UA 91 and 93, they must still complete the laboratory classes that are taken with those lectures (Introductory Experimental Physics I and II, PHYS-UA 71 and 72). They are also required to take (with departmental advisement) one or two additional advanced PHYS-UA electives (beyond the basic major requirement of two advanced electives in this department). Finally, physics majors who are prehealth must be sure to present a year of physics with labs to meet admissions requirements of health professional schools; they cannot rely on their Physics AP C exams to meet the requirements of these schools. No other AP credit in physics (or from similar international exams) can ever be applied to the requirements of the physics major.

Mathematics requirement: Potential physics majors should begin their calculus sequence in the fall semester of their freshman year. Students are advised to take advanced mathematics courses—such as Linear Algebra (MATH-UA 140)—as they proceed in the major.

Double major with physics: The major offers flexibility to complete the requirements for a second major in the College. Students should consult the director of undergraduate studies in their freshman year to outline a program that is best tailored to their needs.

Program in Physics and Engineering

The College of Arts and Science offers a joint B.S./B.S. program with the NYU Tandon School of Engineering. The program leads to the B.S. degree in physics from CAS and the B.S. degree in one of the following areas from the NYU School of Engineering: civil engineering; computer engineering; electrical engineering; or mechanical engineering. Further information is available from the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

Policy on School of Engineering courses: This option is open only to students with declared majors in the Department of Physics. They may seek prior permission of the director of undergraduate studies to take advanced electives in the School of Engineering and apply them to the major. This is reviewed on a case-by-case basis. These courses count against each student’s 16-point allowance in the other divisions of NYU and cannot be applied to the 64 point UA residency requirement.

Minor in Physics

Consists of four of the following courses, or three of the following courses plus one of the courses listed under the minor in astronomy (all completed with a grade of C or better):

• Sound and Music (PHYS-UA 10)
• General Physics I (PHYS-UA 11)
Minor in Astronomy
Consists of four courses. The Universe: Its Nature and History (PHYS-UA 7) is required. Students also take three of the following courses, or two of the following and one of the courses listed under the minor in physics (all completed with a grade of C or better):

- Observational Astronomy (PHYS-UA 13)
- Physics and Astronomy in the Renaissance (PHYS-UA 14)
- Introduction to Cosmology (PHYS-UA 15)
- Astrophysics (PHYS-UA 150)

Honors Program
Students who have completed at least 64 points of graded work in the College may be awarded degrees with departmental honors in physics if they complete all requirements of the major as well as the designated honors requirements, and also maintain the requisite grade point average of 3.65 both in the major and overall.

The honors program must minimally be a two-term (for credit) research experience that includes a capstone research project. The capstone project, which typically culminates in a thesis, should reflect sustained original research over two semesters. A committee of three faculty members of the Department of Physics is created for each honors student. The honors thesis must be approved by the committee, who will judge if the research is of sufficient quality. Publication in a recognized research journal of an article reporting research done primarily by the student is prima facie evidence that the research is deserving of honors. Because of inevitable delay in publication, an article submitted for publication may not be published in the time available, and the thesis committee may express its opinion that the thesis is of publishable quality.

All students completing departmental honors must make public presentations of their work, which may be at the CAS Undergraduate Research Conference (URC) held at the end of the academic year, or in a departmental forum (e.g., oral defenses or presentations), or at a recognized physics conference.

COURSES
Courses are lectures unless otherwise indicated.

The Universe: Its Nature and History
PHYS-UA 7 Offered every year. 4 points.
Qualitative introduction to our understanding of the nature and evolution of the universe. Topics include the creation of the cosmos; its explosive evolution, present structure, and ultimate fate; the nature of stars and galaxies; the structure and evolution of our Milky Way; the birth, life, and eventual death of the solar system; our place and role in the universe; and the relationship of modern astronomical ideas to other cultural disciplines.

Sound and Music
PHYS-UA 10 Assumes high school-level mathematics background. 4 points.
Explores the production of musical sound and how it is perceived by us, dealing mainly with the physical basis of sound. Covers sound waves, resonance, how musical instruments produce sound, the concepts of scales and harmony, physical acoustics, physiological factors of perception, acoustics of auditoria, and sound recording and reproduction. Develops the necessary physics for the course, as needed.

General Physics I
PHYS-UA 11 Prerequisite: Calculus I (MATH-UA 121) with a minimum grade of C or equivalent, or both Mathematics for Economics I and II (MATH-UA 211 and 212) with a C or better, or permission of the instructor. Lecture and laboratory. Not open to students who have completed Physics I (PHYS-UA 91) with a grade of C-minus or better. Offered in the fall. 5 points.
Begins a two-semester introduction to physics intended primarily for preprofessional students and for those majoring in a science other than physics, although well-prepared students may wish...
to take the Physics I, II, III three-semester sequence for majors (with corequisite laboratories), below. Topics include kinematics and dynamics of particles; momentum, work, and energy; gravitation; circular, angular, and harmonic motion; mechanical and thermal properties of solids, liquids, and gases.

**General Physics II**  
PHYS-UA 12  
**Prerequisite:** General Physics I (PHYS-UA 11) with a grade of C or better, or permission of the instructor. Lecture and laboratory. Offered in the spring. 5 points. 
Topics include electric charge, field, and potential; magnetic forces and fields; resistive, capacitive, and inductive circuits; electromagnetic induction; wave motion; electromagnetic waves; geometrical optics; interference, diffraction, and polarization of light; relativity; atomic and nuclear structure; elementary particle physics.

**Observational Astronomy**  
PHYS-UA 13  
**Prerequisite:** The Universe: Its Nature and History (PHYS-UA 7) or higher, or permission of the instructor for nonscience majors and minors; no prerequisite for science majors and minors or those who have satisfied the Core Physical Science requirement. Lecture and laboratory. Offered every year. 4 points. 
Introduction to the theory and practice of technical amateur astronomy. The approach is hands-on, with weekly evening laboratory/observing sessions. Topics include astronomical coordinate systems, optics, how to use a telescope, and the phenomena that can be seen in the urban night sky. Observing sessions involve the use of eight-inch telescopes.

**Physics and Astronomy in the Renaissance**  
PHYS-UA 14  
Typically offered in the spring. 4 points. 
Moves from ancient Greece and medieval Islam to the Copernican Revolution (16th-17th centuries) of Nicolas Copernicus, Tycho Brahe, Johannes Kepler, and Galileo Galilei that was the beginning of observational science and astronomy. Also included are the universal scientist, engineer, and artist Leonardo da Vinci; the world’s first cosmologist, Giordano Bruno; and Sir Isaac Newton, whose laws of motion and gravitation were the crowning culmination of the Scientific Revolution.

**Introduction to Cosmology**  
PHYS-UA 15  
**Assumes high-school level mathematics background. Lecture. Offered every year. 4 points.** 
A technical but elementary introduction to the modern understanding of cosmology, intended for non-science students. Proficiency with algebra is required. Covers advances in cosmology over the last 100 years, with special emphasis on more recent developments in the field. Explores topics ranging from the early universe to galaxy formation in the present day universe through the lens of the theory of relativity and the expanding universe. Examines the Big Bang, the Cosmic Microwave Background, dark matter, dark energy, and the associated evidence for these phenomena. Mathematically-based; most topics will be explored both qualitatively and quantitatively, and homework and exams will require calculations.

**20th-Century Concepts of Space, Time, and Matter**  
PHYS-UA 20  
**Assumes high school-level geometry and intermediate algebra background. Not open to students who have completed Physical Science: Einstein’s Universe (CORE-UA 204).** Offered every year. 4 points. 
The 20th century witnessed two major revolutions in physics. Einstein’s special and general theories of relativity: implications of the special theory for our understanding of the unity of space and time, and of the general theory for our understanding of the nature of gravity. Quantum mechanics: a new picture of the basic structure and interactions of atoms, molecules, and nuclei. Topics include the uncertainty principle, wave-particle duality, and the continuing search for the fundamental constituents of matter.

**Introductory Experimental Physics I**  
PHYS-UA 71  
**Laboratory. Typically taken with Physics I (PHYS-UA 91). Offered in the fall. 2 points.** 
Introduces essential experimental techniques, including setup and operation of basic laboratory equipment, elementary experimental design, statistics and inference, and computational data analysis. Experimental techniques are introduced in the context of classic physics experiments.

**Introductory Experimental Physics II**  
PHYS-UA 72  
**Prerequisite: Introductory Experimental Physics I (PHYS-UA 71). Laboratory. Typically taken with Physics II (PHYS-UA 93). Offered in the spring. 2 points.** 
Continuation of Introductory Experimental Physics I (PHYS-UA 71).

**Intermediate Experimental Physics I**  
PHYS-UA 73  
**Prerequisite: Introductory Experimental Physics II (PHYS-UA 72). Laboratory. Typically taken  in the spring. 2 points.**
with Physics III (PHYS-UA 95). Offered in the fall. 2 points.
Develops further the experimental techniques introduced in Introductory Experimental Physics I, II (PHYS-UA 71, 72) in the context of more advanced experiments.

Intermediate Experimental Physics II
PHYS-UA 74 Prerequisite: Intermediate Experimental Physics I (PHYS-UA 73). Laboratory. Typically taken with Classical and Quantum Waves (PHYS-UA 105). Offered in the spring. 2 points.
Continuation of Intermediate Experimental Physics I (PHYS-UA 73).

Physics I
PHYS-UA 91 Corequisite: Calculus I (MATH-UA 121). Physics majors must also register for Introductory Experimental Physics I (PHYS-UA 71). Offered in the fall. 3 points.
With PHYS-UA 93 and PHYS-UA 95, forms a three-semester sequence that must be taken in order, starting in the fall semester. Intended for physics majors and other interested science and mathematics majors. Topics include kinematics and dynamics of particles; energy and momentum; rotational kinematics and dynamics; harmonic oscillators; gravitational fields and potentials; special relativity.

Physics II
PHYS-UA 93 Prerequisite: Physics I (PHYS-UA 91) with a grade of C or better, or permission of the department. Corequisite: Calculus II (MATH-UA 122). Physics majors must also register for Introductory Experimental Physics II (PHYS-UA 72). Offered in the spring. 3 points.
Continuation of Physics I (PHYS-UA 91). Topics include electrostatics; dielectrics; currents and circuits; the magnetic field and magnetic materials; induction; AC circuits; Maxwell's equations.

Physics III
PHYS-UA 95 Prerequisite: Physics II (PHYS-UA 93) with a grade of C or better, or permission of the department. Corequisite: Calculus III (MATH-UA 123). Physics majors must also register for Intermediate Experimental Physics I (PHYS-UA 73). Offered in the fall. 3 points.
Continuation of Physics II (PHYS-UA 93). Topics include wave motion; Fourier series; sound; the reflection, refraction, interference, and diffraction of light; polarization; thermodynamics; kinetic theory and statistical physics.

Classical and Quantum Waves
PHYS-UA 105 Prerequisite: Physics III (PHYS-UA 95) and Calculus III (MATH-UA 123). Physics majors must also register for Intermediate Experimental Physics II (PHYS-UA 74). Offered in the spring. 3 points.
Topics include linear and nonlinear oscillators, resonance, coupled oscillators, normal modes, mechanical waves, light, matter waves, Fourier analysis, Fourier optics (diffraction), and an introduction to numerical (computer) methods for solving differential equations.

Mathematical Physics
PHYS-UA 106 Prerequisite: Physics III (PHYS-UA 95). Offered in the spring. 3 points.

Electronics for Scientists
PHYS-UA 110 Identical to BIOL-UA 110, CHEM-UA 671. Prerequisite: General Physics II (PHYS-UA 12) or Physics II (PHYS-UA 93) or permission of the instructor. Lecture and laboratory. 5 points.
Introduction to basic analog and digital electronics used in modern experiments and computers. Basic concepts and devices presented in lecture are studied in the laboratory. Topics include filters, power supplies, transistors, operational amplifiers, digital logic gates, and both combinatorial and sequential digital circuits. Students learn the functions of modern electronic instrumentation and measurement.

Advanced Experimental Physics
PHYS-UA 112 Prerequisites: Intermediate Experimental Physics I, II (PHYS-UA 73, 74) and Quantum Mechanics I (PHYS-UA 123), or permission of the instructor. Laboratory. Offered every year. 3 points.
Introduces the experiments and techniques of modern physics. Students choose their experiments and may use microcomputers for data analysis. Experimental areas include optical spectroscopy, the Mössbauer effect, cosmic rays, magnetic resonance, condensed matter, and relativistic mass.

Dynamics
PHYS-UA 120 Prerequisites: Physics III (PHYS-UA 95) and Mathematical Physics (PHYS-UA 106). Offered every year. 3 points.
Emphasis on the formulation of problems and their numerical solution. Topics include conservation
laws, central force motion, Lagrange’s and Hamilton’s equations, normal modes and small oscillations, and accelerated reference frames.

**Quantum Mechanics I**

PHYS-UA 123 Prerequisite: Classical and Quantum Waves (PHYS-UA 105). Offered every year. 3 points. Topics include foundational experiments, wave-particle duality, wave functions, the uncertainty principle, the time-independent Schrödinger equation and its applications to one-dimensional problems and the hydrogen atom, angular momentum, and spin; Hilbert Space, operators, and observables; time-independent perturbation theory; atomic spectra.

**Quantum Mechanics II**

PHYS-UA 124 Prerequisite: Quantum Mechanics I (PHYS-UA 123). Offered every year. 3 points. Continuation of Quantum Mechanics I (PHYS-UA 123). Topics include the time-dependent Schrödinger equation, the Schrödinger and Heisenberg description of quantum systems, time-dependent perturbation theory, scattering theory, quantum statistics, and applications to atomic, molecular, nuclear, and elementary particle physics.

**Electricity and Magnetism I**

PHYS-UA 131 Prerequisites: Classical and Quantum Waves (PHYS-UA 105) and Mathematical Physics (PHYS-UA 106). Offered every year. 3 points. Introduction to electrodynamics with applications to physical problems. Topics include electrostatics, magnetostatics, Maxwell’s equations, electromagnetic forces, electromagnetic waves, radiation from accelerating charges and currents, and special relativity.

**Electricity and Magnetism II**

PHYS-UA 132 Prerequisite: Electricity and Magnetism I (PHYS-UA 131). Offered every year. 3 points. Continuation of Electricity and Magnetism I (PHYS-UA 131), with greater depth and more complex phenomena and applications. Topics include solutions to the Laplace and Poisson equations, dielectrics and magnetic materials, gauge invariance, plasmas, Fresnel equations, transmission lines, wave guides, and antennas.

**Optics**

PHYS-UA 133 Prerequisite: Classical and Quantum Waves (PHYS-UA 105) or permission of the instructor. 3 points.

Introduction to physical and geometrical optics. Wave phenomena including diffraction, interference, first-order and higher-order coherence. Holography, phase contrast and atomic force microscopy, and limits of resolution are some of the subjects included. Topics include atomic energy levels and radiative transitions, and detectors from photon counting to bolometers for infrared radiation.

**Condensed Matter Physics**

PHYS-UA 135 Prerequisite: Classical and Quantum Waves (PHYS-UA 105) or permission of the instructor. Offered every other year. 3 points. Designed as an introduction for students with knowledge of elementary quantum mechanics. Topics include crystal structure, lattice vibrations, and the energy band theory of metals and semiconductors; the electronic, magnetic, and optical properties of solids; and some modern research topics, such as the physics of nanostructures, soft condensed matter physics, and superconductivity.

**Readings in Particle Physics**

PHYS-UA 136 Prerequisite: Classical and Quantum Waves (PHYS-UA 105). Offered every other year. 3 points. The fundamental constituents of matter and the forces between them are microscopic, but also connect to the large-scale realms of astrophysics and cosmology. Close reading of journal articles in which the most important advances in elementary particle physics were first published. 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.

**Quantum Information and Quantum Computing**

PHYS-UA 138 Prerequisite: Quantum Mechanics I (PHYS-UA 123). Offered every two years. 4 points. Quantum mechanical systems can be thought of as information-storing, information-processing, and information-transmitting systems. Topics include density operators, quantum communication, teleportation, quantum cryptography, entanglement and the Bell Inequalities, quantum computing, quantum algorithms, quantum error correction, quantum circuits, and experimental developments.

**Thermal and Statistical Physics**

PHYS-UA 140 Prerequisites: Classical and Quantum Waves (PHYS-UA 105) and Mathematical Physics (PHYS-UA 106). Offered every year. 3 points. Topics include relation of entropy to probability and
energy to temperature; the laws of thermodynamics; Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics; equations of state for simple gases and chemical and magnetic systems; and elementary theory of phase transitions.

**Astrophysics**
PHYS-UA 150 Prerequisite: Physics III (PHYS-UA 95) or permission of the instructor. Offered every other year. 4 points.
Introduction to modern astrophysical problems with an emphasis on the physical concepts involved: radio, optical, and X-ray astronomy; stellar structure and evolution; white dwarfs, pulsars, and black holes; and galaxies, quasars, and cosmology.

**Physics of Biology**
PHYS-UA 160 Prerequisite: Physics III (PHYS-UA 95). 3 points.
Basic biological processes at all levels of organization (molecular, cellular, organismal, and population) in the light of simple ideas from physics. Topics include self-assembly, molecular motors, low Reynolds fluid dynamics, optical imaging, and single-molecule manipulation.

**General Relativity**
PHYS-UA 170 Prerequisite: Dynamics (PHYS-UA 120) or permission of the instructor. Offered in the spring. 3 points.
Provides an introduction to general relativity, stressing physical phenomena and their connection to experiments and observations. Topics include special relativity, gravity as geometry, black holes, gravitational waves, cosmology, Einstein equations.

**Introduction to Fluid Dynamics**
PHYS-UA 180 Identical to MATH-UA 230. Prerequisite: Calculus III (MATH-UA 123); Mathematical Physics (PHYS-UA 106) is recommended. Offered every year. 4 points.
Key concepts of fluid dynamics: the formalism of continuum mechanics, the conservation of mass, energy and momentum in a fluid, the Euler and Navier-Stokes equations, and viscosity and vorticity. Concepts are applied to such classic problems as potential flow around a cylinder, the Stokes flow, the propagation of sound and gravity waves, and the onset of instability in shear flow.

**Philosophy of Physics**
PHYS-UA 190 Identical to PHIL-UA 94. Offered every other year. 4 points.
Different approaches to understanding space and time, including the debates between Newton and Leibniz and Einstein's Special and General Theories of Relativity. Mathematics above the level of algebra is neither used nor required.

**Computational Physics**
PHYS-UA 210 Prerequisites: Mathematical Physics (PHYS-UA 106) or permission of the instructor, and knowledge of a scientific programming language (such as C, C++, Fortran, or Python). Offered every year. 4 points.
Emphasizes fields of current research interest in which numerical techniques provide unique physical insight. Topics are chosen from various branches of physics, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, field theory, dynamical systems, and chaos.

**Special Topics in Physics**
PHYS-UA 800 Prerequisites vary with the topic. Offered occasionally. 3 points.
Covers advanced topics or recent developments in physics. Varies by term.

**Special Topics in Physics: A Sneak Peek at the Universe**
PHYS-UA 800 Usually offered in the fall. 4 points.
Intended for students who are attracted to the major because of the challenging concepts of contemporary physics and cosmology, whereas the first two years of the major are devoted to classical dynamics and electromagnetism. Topics include quantum entanglement, quantum information, black holes, gravitational radiation, and the big bang. Assumes mastery of basic algebra and is conceptually challenging.

**Independent Study**
PHYS-UA 997, 998 Prerequisite: permission of the director of undergraduate studies. Offered in the fall and spring respectively. 2 to 4 points per term.
A vibrant home for those interested in government and public affairs, the Wilf Family Department of Politics gives students the skills needed to reach a deeper analytical understanding of political events that is grounded in logic and evidence. We encourage a truly scientific inquiry into politics that informs a critical discussion of political institutions and a rigorous approach to effecting positive political change.

We offer courses in political theory, quantitative and formal political analysis, American politics, comparative politics, and international politics. Our curriculum covers a wide range of substantive topics including law, elections, ethnic conflict, justice, economic development, political accountability, war and peacekeeping, public policy, democracy, political economy, strategy, and political attitudes and beliefs. Our faculty specializes in the politics of the United States and countries around the globe. Courses are regularly offered on Latin America, Western and Eastern Europe, Africa, Russia, India, China, and Japan.

The analytical skills gained by politics majors prepare them for a wide range of careers. Our graduates accept positions with governments, non-governmental organizations (NGOs), think tanks, international finance groups, multinational corporations, law firms, and other institutions. Many pursue further study in fields such as political science, law, and public and international affairs at highly competitive universities.

**Major in Politics**

The major requires ten 4-point courses (40 points) in the department, chosen in consultation with a departmental adviser and completed with a grade of C or better (pass/fail does not count). At least two of these courses must be chosen from the department’s four designated core courses, both to be taken in the College:

- Political Theory (POL-UA 100)
- Power and Politics in America (POL-UA 300)
- Comparative Politics (POL-UA 500)
- International Politics (POL-UA 700)

Because the four core courses serve as prerequisites to many upper-level politics courses, majors are advised to take core courses early in their program of study.

In addition, at least one course must be taken in three of the department’s five fields:

- Political Theory
- American Government and Politics
\textbf{Policies Applying to the Major}

NYU courses must have a POL-UA number to count toward the major. No more than five courses (20 credits) can be accepted as transfer credit toward the major. NYU study away courses, as well as Advanced Placement (AP) and other advanced standing credit by examination, are treated as transfer credit for all students.

Students may count eight points (the equivalent of two courses) from Advanced Placement (Comparative and U.S.), International Baccalaureate (Global Politics), or Advanced (A) Level (Government and Politics) examinations towards the requirements of the major. Up to eight points from other advanced standing examinations may be accepted after consultation with the department. None of these credits can substitute for any specific course or requirement in the major (such as one of the core requirements); it simply counts as generic POL-UA credit toward the major.

No more than three NYU study away courses (12 credits) may count toward the major.

Internships in Politics and Government I, II (POL-UA 970, 971) and Readings and Research (POL-UA 990) do not count toward the major.

\textbf{Track in American Political Practice and Leadership}

This track (open only to declared politics majors) offers students the opportunity to gain skills and experience in applied American politics via a study away semester at NYU’s site in Washington, D.C., while also acquiring the analytical understanding provided by American politics courses offered at NYU Washington Square.

The requirements for the track are:

- Power and Politics in America (POL-UA 300) at the Washington Square campus
- A semester-long internship with a domestic policy focus (in government, politics, or a non-profit), plus Internship Seminar and Fieldwork (NODEP-UA 9982), both at the Washington, D.C. campus. These are the only internship credits allowed to count toward the politics major.
- Three upper-division courses in American politics. At least one must be taken at NYU Washington, D.C. and at least one at the Washington Square campus, and least one must be in a sub-field related to the student's internship.

These three upper-division courses must be chosen from the following list:

- Courses at NYU Washington, D.C.:
  - The Presidency (POL-UA 9310)
  - American Constitution (POL-UA 9330)
  - American Public Opinion and Pressure Groups (POL-UA 9342)
  - Campaign Strategy and Media in Domestic and International Campaigns (POL-UA 9994)
  - Identities in American Politics in the 21st Century (POL-UA 9994)

- Courses at NYU Washington Square:
  - Undergraduate Field Seminar: American Politics (POL-UA 395), with permission of the departmental adviser for this track.

\textbf{Minor in Politics}

The minor requires five 4-point courses (20 points) in the department, chosen in consultation with departmental advisers and completed with a grade of C or better. A minor program may reflect a special emphasis in one of the department’s five fields, or a subfield of the student’s choosing. No special emphasis on a particular subfield is required for the minor, nor is a choice of subfield reflected on a student’s academic record or transcript.

Only NYU courses with a POL-UA number not also counted toward another major or minor can be counted toward the politics minor. At least three of the five courses for the minor must be taken at the Washington Square campus.
Square campus. As per CAS policy, no more than two courses of the five may be transfer courses. Students may count four points (the equivalent of one course) from Advanced Placement (Comparative or U.S.), International Baccalaureate (Global Politics), or Advanced (A) Level (Government and Politics) examinations towards the requirements of the minor. Up to four points from other advanced standing examinations may be accepted after consultation with the department. None of these credits can substitute for any specific course or requirement in the department (such as one of the core requirements); it simply counts as generic POL-UA credit toward the minor.

Honors Program
For admission to and completion of the department’s honors program, students must have a GPA of 3.65 both overall and in the politics major. The deadline for applying to the honors program is March 1 in spring of junior year. To be eligible for application students must have completed, or be currently enrolled in, either Quantitative Methods in Political Science (POL-UA 800) or Introduction to Research Methods for Politics (POL-UA 850), as well as either Introduction to Macroeconomics (ECON-UA 1) or Introduction to Microeconomics (ECON-UA 2). Admitted students register for Senior Honors I (POL-UA 950, fall) to prepare a research proposal for their thesis, which they write in the spring while taking Senior Honors II (POL-UA 951). The thesis and its oral defense must be approved by both the instructor teaching Senior Honors II and the second reader of the thesis.

Preparation for Law School
Although law schools do not require any particular major or course of study, politics can be an especially useful field for students planning legal study and a career in law. Students interested in a course of study that prepares them for law school may wish to choose courses in consultation with the College’s Barbara and Evan Chesler Prelaw Program. For information about the program please visit prelaw.cas.nyu.edu.

B.A./M.A. Program in Politics
The College of Arts and Science and the Graduate School of Arts and Science offers an accelerated dual-degree B.A./M.A. program in Politics. Bachelor’s-Master’s students who satisfy the track’s undergraduate requirements receive a scholarship covering 50% of Master’s tuition and registration fees during the graduate school year. The GSAS requirement to take the GRE is also waived. This dual-degree program is open only CAS students majoring or minoring in Politics or International Relations. Applicants must have completed a minimum of 48 credits toward the B.A. but not more than 96 credits or six semesters, whichever comes first. Questions about eligibility for, or application to, the B.A./M.A. Program should be directed to the CAS Advising Center.

Political Theory
Political Theory (core course)
POL-UA 100 Offered every semester. 4 points.
Alternative conceptions of political life are examined from both theoretical and historical perspectives. Readings from Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill, and Marx.

Topics in Premodern Political Philosophy
POL-UA 110 Formerly Political Thought from Plato to Machiavelli. Identical to MEDI-UA 110. Offered periodically. 4 points.
Intensive introduction to the major themes of Western political thought.

Topics in Modern Political Thought: 1500 to the Present
POL-UA 120 Offered periodically. 4 points.
Careful study of primary works. Authors include Machiavelli, Hobbes, Locke, Rousseau, Hegel, Marx, and Nietzsche.

Ethics, Politics, and Public Policy
POL-UA 130 Offered periodically. 4 points.
Under what conditions, if any, might we permit political actors to do bad in order to do good? What is it that we want the state to accomplish, and at what cost? Topics vary.
Theories of Justice
POL-UA 138 Prerequisite: Political Theory (POL-UA 100). Offered every year. 4 points.
A range of influential approaches, including those advocated by libertarians, utilitarians, egalitarians, feminists, communitarians, and Marxists. Examines and interrogates the underlying moral assumptions on which political convictions rest.

Socialist Theory
POL-UA 140 Offered in the fall. 4 points.
Concentrates on those socialist schools—Christian socialism, utopian socialism, Marxism, Fabianism, and anarchism—that have proved to be the most successful. Presents their major theories and examines the usefulness of such theories in helping us to understand the world in which we live.

Nationalism and Ethnic Conflict
POL-UA 150 Prerequisite: Political Theory (POL-UA 100). Offered periodically. 4 points.
Surveys the historical phases of nationalist development, from the early cases of Great Britain and the United States, through the later cases of Europe and Latin America, the anticolonial cases of Africa and much of Asia, and, finally, the often religiously based movements of the present era. Considers justifications of nationalism, both in the abstract and in particular cases.

Democracy and Dictatorship
POL-UA 160 Offered periodically. 4 points.
Institutional characteristics and legal foundations, with a focus on ideological and contextual factors. Challenges traditional distinctions between democracy and dictatorship.

American Political Thought
POL-UA 170 Prerequisite: Political Theory (POL-UA 100). Offered periodically. 4 points.
Topics: revolution and independence, the framing of the Constitution, Hamiltonian nationalism, Jeffersonian republicanism, Jacksonian democracy, pro-slavery and antislavery thought, Civil War and Reconstruction, social Darwinism and laissez-faire, the reformist thought of populism, progressivism and socialism, legal realism, the New Deal and 20th century liberalism, modern conservatism, civil rights, and anti-war protest.

Advanced seminar for juniors and seniors in political theory. Topics vary.

American Government and Politics
Power and Politics in America (core course)
POL-UA 300 Offered every semester. 4 points.
Surveys institutions and behavior and introduces a variety of analytical concepts and approaches. Topics: public goods and collective action; preference aggregation and the median voter theorem; delegation, representation, and accountability; agenda control; interbranch bargaining; and the mechanisms of private influence on public policy.

Public Policy
POL-UA 306 Prerequisite: Power and Politics in America (POL-UA 300). Offered in the fall. 4 points.
How agendas are set and issues are processed in Washington. Covers Congress, the bureaucracy, program implementation, policy analysis, and budgeting. Close examination of an important current issue.

The Presidency
POL-UA 310 Prerequisite: Power and Politics in America (POL-UA 300). Offered periodically. 4 points.
Examines presidential roles, including those of commander-in-chief; director of foreign policy; leader in legislation, administration, and party affairs; manager of the economy; and dispenser of social justice.

The Biology of Politics
POL-UA 311 Offered every year. 4 points.
How genetic differences may, at least in part, help to explain individual differences in political participation.

Controversies in Public Policy:
Logic and Evidence
POL-UA 315 Offered every year. 4 points.
Applies sabermetrics (logic and evidence applied to baseball, as seen in the film Moneyball) to such issues as designing health policy and dealing with climate change.

Congress and Legislative Assemblies
POL-UA 320 Prerequisite: Power and Politics in America (POL-UA 300). Offered periodically. 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.
The American Constitution
POL-UA 330 Offered every semester. 4 points.
Close reading of Supreme Court opinions and consideration of their legal and philosophical content. Examines the distribution of constitutional power among Congress, the president, and the federal courts; between the national government and the states; and among the states. Constitutional law and American political and economic development.

Civil Liberties
POL-UA 332 Offered periodically. 4 points.
Interpretation of the Bill of Rights, the Civil War amendments, and other rights in the U.S. Constitution. Topics: freedom of speech and press; free exercise of religion and separation of church and state; the right of privacy; rights of the criminally accused; and equal protection of the law against race, gender, and other discrimination. Close reading of Supreme Court opinions and consideration of their legal and philosophical content.

The United States Supreme Court
POL-UA 333 Prerequisite: The American Constitution (POL-UA 330) or Civil Liberties (POL-UA 332). Offered periodically. 4 points.
The third branch of government as chief interpreter of the Constitution and reviewer of the work of government. Considers the structure, procedures, personnel, and informal organization of the court, along with the appointment process. Attention to the impact of the court’s decisions and to public opinion about the court. Emphasis on the court’s political role in a democratic polity.

American Law and Legal System
POL-UA 334 Offered periodically. 4 points.
Close reading of cases. Topics: the adjudication of conflict, the structure and functions of trial and appellate courts, civil and criminal procedure, judicial remedies, judicial decision making, and the limits of judicial relief. Uses tort, contract, property, divorce, and other law for illustration.

Law and Society
POL-UA 335 Identical to LWSOC-UA 1, SCA-UA 722. Offered every year. 4 points.
Critically examines the relationship between law and such political and social causes as the civil rights movement, the women’s movement, and the labor and environmental movements. Emphasis on law as a political process, legal remedies for racial and gender discrimination, and class-action torts. The limits and possibilities of law as a process for social change.

Gender in Law
POL-UA 336 Identical to SCA-UA 723. Offered every other year. 4 points.

The Rule of Law
POL-UA 337 Prerequisite: Power and Politics in America (POL-UA 300). Offered every year. 4 points.
Political conditions that promote the rule of law, as well as challenges to the rule of law in times of emergency. Topics: connection between law and morality, political foundation of the rule of law, rule of law in times of crisis, effects of emergency powers on rule of law, and rule of law and terrorism prevention.

Political Parties
POL-UA 340 Prerequisite: Power and Politics in America (POL-UA 300). Offered periodically. 4 points.
Development of the two-party system 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, political machines, ethnic politics, nominations for public office, and effects of pressure groups on the party system. The course of national elections.

Private Influence in Public Policy
POL-UA 341 Prerequisite: Power and Politics in America (POL-UA 300). Offered periodically. 4 points.
Topics: analysis of mechanisms of influence (selection of sympathetic incumbents, the provision of incentives for public officials, and the provision of information); objects of influence (voter choices, legislative behavior, bureaucratic decisions); collective action; and organizational maintenance.

American Public Opinion
POL-UA 342 Prerequisite: Power and Politics in America (POL-UA 300). Offered every year. 4 points.
Attempts made to define, identify, survey, analyze, and evaluate the influence of public opinion, as well as how citizens unite in interest groups to influence or pressure government. These groups’ roles and methods and their relationship to political parties, elected and appointed officeholders, and the democratic process.
The Election Process  
**POL-UA 344** Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.  
Utilizes different theoretical approaches to the study of campaigns and elections and the testing of empirical hypotheses. Analyzes campaign strategies of political candidates, the use of polls and media in campaigns, and the effects of issues and personalities on election outcomes. Evaluates the role of presidential primaries and elections in the functioning of a democracy.

Bureaucracy and Public Policy  
**POL-UA 350** Prerequisite: Power and Politics in America (POL-UA 300). Offered periodically. 4 points.  
How have public bureaucracies evolved to their current form? Why do bureaucrats engage in behavior that many of us consider pathological or arbitrary? How can unelected government officials be made more accountable to their elected counterparts and to citizens? Draws on cases of government in action in a number of different public policy areas.

The Politics of Administrative Law  
**POL-UA 354** Offered every year. 4 points.  
Examines legal, political, and economic issues in government regulation. Topics: the historical origins of regulation, the legal philosophy of administrative regulation, the relationship between courts and agencies, the political and social conflicts surrounding regulatory politics, and the role of law in state formation.

Urban Government and Politics  
**POL-UA 360** Identical to SCA-UA 753. Prerequisite: Power and Politics in America (POL-UA 300). Offered every year. 4 points.  
Evolution of local party organizations, the rise and fall of party “bosses,” and the predicament of the ordinary citizen in the urban community. Patterns of city politics against the background of American social and cultural history, including 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.

Minority Representation in American Politics  
**POL-UA 380** Prerequisite: Power and Politics in America (POL-UA 300). Offered periodically. 4 points.  
Explores whether and how racial and ethnic minorities are able to organize effectively and press their demands through the American political system. Focuses on their relative strength and effect at the polls and in political office, the responsiveness of elected officials, and the legal and constitutional obstacles and instruments that contextualize and shape these phenomena.

The Politics of Poverty and Welfare  
**POL-UA 382** Prerequisite: Power and Politics in America (POL-UA 300). Offered periodically. 4 points.  
Concentrates on the causes of poverty and dependency among the working-age poor, the history of programs and policies meant to help them, and the impact of these issues on national politics.

Political Economy: The United States in Comparative Perspective  
**POL-UA 385** Prerequisite: Power and Politics in America (POL-UA 300) or Comparative Politics (POL-UA 500). Offered periodically. 4 points.  
Various aspects of the role of the American government in the economy. Also considers the political economies of several other advanced industrial nations. Explores institutional structures, with particular emphasis on government, business, and labor.

Undergraduate Field Seminar: American Politics  
**POL-UA 395** Prerequisites: Power and Politics in America (POL-UA 300) and three other politics courses, junior or senior standing, and a minimum 3.0 GPA, or permission of the instructor. Offered every year. 4 points.  
Topics vary.

Honors Seminar: Courts, Rights, and Politics  
**POL-UA 396** Prerequisites: Power and Politics in America (POL-UA 300), three other politics courses, junior or senior standing, and a minimum 3.5 GPA. Offered periodically. 4 points.  
Reexamines the premise that independent courts have functioned as the best guarantor of civil rights and liberties, particularly against the supposed abuse of legislative majorities. Considers the record of rights protections both in the United States and more globally.

Honors Seminar: Politics and Finance  
**POL-UA 396** Prerequisites: Power and Politics in America (POL-UA 300), one course in economics, junior or senior standing, and a minimum 3.5 GPA. Offered periodically. 4 points.  
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.
Takes a microeconomics-influenced approach to transactions occurring through voting institutions.

**U.S. Foreign Policy**

POL-UA 710 *Offered every semester. 4 points.*

See description below.

**National Security**

POL-UA 712 *Offered every year. 4 points.*

See description below.

**Comparative Politics**

**Comparative Politics (core course)**

POL-UA 500 *Offered every semester. 4 points.*

Classical theories and the recent behavioral revolution. Addresses personality, social structure, socialization, political culture, and political parties. Major approaches such as group theory, structural-functionalism, and systems analysis. Consideration of national character, elite and class analysis, and problems of conflict, violence, and internal war.

**Elections and Voting**

POL-UA 505 *Prerequisite: Power and Politics in America (POL-UA 300) or Comparative Politics (POL-UA 500). Offered periodically. 4 points.*

How cross-national differences in voting behavior, laws, and institutions can affect the electoral process.

**Western European Politics**

POL-UA 510 *Identical to EURO-UA 510. Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points.*

Study of the politics of Britain, Ireland, France, and Germany. Compares the historical origins of these systems and analyzes their institutions as manifestations of their social and political culture and traditions. Treats each country’s current politics and political trends.

**Immigration and Politics in Western Europe**

POL-UA 511 *Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points.*

From the 1960s to the present. Addresses the influence of public policy, notions of citizenship, and party politics, including the emergence of the extreme right and “identity politics.” Analyzes efforts by various states to exercise control over their frontiers and to incorporate immigrants into the national community.

**East European Government and Politics**

POL-UA 522 *Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points.*

Political, social, and economic developments during the post-Versailles period. Topics: the Communist takeover at the end of World War II, uprisings during the era of de-Stalinization, the collapse of Communism, and the process of democratization.

**Politics of Latin America**

POL-UA 530 *Prerequisite: Comparative Politics (POL-UA 500). Offered every year. 4 points.*

How political power relates to social structure, economic change, and international pressures in several nations at distinct levels of social modernization. Topics: the struggle for democracy, military interference in politics, and party competition.

**The Politics of the Caribbean Nations**

POL-UA 532 *Identical to SCA-UA 802. Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points.*

Analysis of the political culture and institutions of Cuba, the Dominican Republic, Puerto Rico, Haiti, Jamaica, and Trinidad and Tobago. Considers communities of Caribbean nationals in the United States when relevant to internal political processes.

**Politics of the Near and Middle East**

POL-UA 540 *Identical to MEIS-UA 750. Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points.*

The impact of the West; religious and liberal reactions; conflict of nationalisms (Arab, Iranian, Turkish, and Zionist); and revolutionary socialism. Topics: the role of the military, the intelligentsia, the religious classes, the legitimization of power, urban-rural cleavages, bureaucracy, and political parties.

**Politics and Society in Iran**

POL-UA 545 *Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points.*

From the Constitutional Revolution (1906-1909) to the present. Topics: the rise and demise of the Pahlavi dynasty; the politics of oil nationalization; the Shah’s White Revolution and politics, culture, and economics in the 1960s and 1970s; the revolution of 1978-1979 and the establishment of the Islamic Republic; export of the revolution and the Iran-Iraq War; and Iran’s current regional and international role.

**East Asian Politics: China and Japan**

POL-UA 560 *Prerequisite: Comparative Politics (POL-UA 500). Offered every year. 4 points.*

Examines the impact of tradition, demands of modernization, ideology, the role of the elite, and social dynamics, as well as political institutions and processes. Compares the Chinese and the
Japanese “models” of development and evaluates their relevance to other areas.

**Comparative Politics of South Asia**

POL-UA 562 Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points. Readings are chosen from across disciplines, including political science, anthropology, economics, and history. Also uses novels and films on South Asia to illustrate themes highlighted in the readings.

**Political and Economic Development in Comparative Perspective**

POL-UA 570 Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points. Classical and contemporary theories, ranging from neoclassical to structural to recent endogenous growth theories. Focuses on institutions and governance as conditions for growth and development. Examines the relationship between political and economic change in selected countries, as well as global patterns.

**The Political Economy of Institutions**

POL-UA 575 Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points. Examines the relationship between economic incentives and the creation and maintenance of political and economic institutions. Topics include the creation and assignment of property rights, the rule of law, and the creation of markets.

**Collective Action: Social Movements and Revolutions**

POL-UA 580 Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points. Surveys theoretical approaches and historical evolution. Case studies include the civil rights movement in the United States, revolutionary social movements in Central America and southern Africa, and the French and Chinese revolutions.

**Contemporary African Politics**

POL-UA 584 Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points. Key questions: Why are state institutions weaker in Africa than in other developing regions? What explains Africa’s slow economic growth? What can be done to improve political accountability on the continent? Why have some African countries been plagued by high levels of political violence while others have not? Can or should the West attempt to “save” Africa?

**Undergraduate Field Seminar: Comparative Politics**

POL-UA 595 Prerequisites: Comparative Politics (POL-UA 500) and three other politics courses, junior or senior standing, and a minimum 3.0 GPA. Offered every semester. 4 points. Topics vary.

**Networks and Politics**

POL-UA 597 Prerequisite: Comparative Politics (POL-UA 500). Offered every fall. 4 points. Network analysis explains how objects of study are influenced by “neighbors” objects. Examines its application to social and political phenomena: segregation, the spread of ideas and learning, institutional design, the adoption of new technologies, migration, trade, and revolution.

**International Politics**

**International Politics (core course)**

POL-UA 700 Offered every semester. 4 points. Emphasizes the issue of war and how and in what circumstances states engage in violence. Topics: different historical and possible future systems of international relations, imperialism, the Cold War, game theory and deterrents, national interests, and world organization.

**U.S. Foreign Policy**

POL-UA 710 Offered every semester. 4 points. Analysis of the sources of U.S. foreign policy and the major international problems facing the United States today. Considers the role of national interest, ideology, and institutions.

**The Politics of Human Rights**

POL-UA 711 Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points. Examines the political history of the international human rights regime; the causes of contemporary human rights problems; the economic, social, and political factors associated with human rights progress; and strategic approaches employed to improve human rights.

**National Security**

POL-UA 712 Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points. How national security decisions are made in the U.S., as well as past and current military strategies used to carry out those decisions. Examines the particular national security concerns and policies of other nations. Queries whether international trade and competition, immigration, illegal drugs, and the
environment should be considered national security issues.

American Primacy
POL-UA 715 Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.
How did the United States become the world’s dominant nation? Does America differ from other countries in fundamental ways? Examines how American primacy builds on the earlier ascendancy of Britain and Western Europe and considers theories of dominance.

The Politics of International Law
POL-UA 718 Prerequisite: International Politics (POL-UA 700). Offered periodically. 4 points.
Examines the impact of international politics on the nature, evolution, and impact of international law and the growing role that international law and institutions play in shaping both international relations and domestic politics.

Diplomacy and Negotiation
POL-UA 720 Prerequisite: International Politics (POL-UA 700). Offered periodically. 4 points.
Special emphasis on bargaining strategies nations use to settle differences and avoid wars, including the use of mediators, arbitrators, and institutions like the United Nations. Applies game theory to the use of exaggeration, threats, and deception in bilateral and multilateral diplomacy.

International Organization
POL-UA 730 Prerequisite: International Politics (POL-UA 700). Offered periodically. 4 points.
Detailed study of the nature, historical development, and basic principles of international organization. Emphasizes the structure and actual operation of the United Nations.

Business and American Foreign Policy
POL-UA 736 Prerequisite: Power and Politics in America (POL-UA 300), International Politics (POL-UA 700), or Intermediate Microeconomics (ECON-UA 10). Offered periodically. 4 points.
Competing theories of the relationship between business and government in the conduct of foreign policy, and the applicability of these theories to East-West trade, the defense procurement process, intervention and development in the Third World, human rights, and the effect of trade and investment on the American economy.

International Law
POL-UA 740 Prerequisite: International Politics (POL-UA 700). Offered periodically. 4 points.
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.

War, Peace, and World Order
POL-UA 741 Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.
The role and use of coercion in global affairs, with emphasis on attempts to substitute negotiation, bargaining, market forces, politics, and law for the resort to massive violence in moderating disputes.

Terrorism
POL-UA 742 Prerequisite: International Politics (POL-UA 700). Offered periodically. 4 points.
Examines foundational issues and economic, psychological, strategic, and social theories, as well as the cessation of terrorist violence, government negotiation with terrorists, the relationship between terrorists and nonviolent political actors, and the internal political economy of terrorist organizations. Considers terror in the Middle East, nationalist terror, and Maoist revolutionary terror.

International Politics of the Middle East
POL-UA 760 Identical to MEIS-UA 752.
No prerequisite. Offered every year. 4 points.
Emphasizes the period since World War II. Examines patterns of inter-Arab, Arab-Israeli, and great power politics, and the relationship between domestic and external politics. Topics: the Arab-Israeli conflict, the place and role of Turkey and Iran, and problems in the Persian Gulf.

International Relations of Asia
POL-UA 770 Identical to EAST-UA 770.
Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.
Relations between Asian nations and between the Asian “subsystem” and the international system. Topics: traditional Asian concepts of transnational order, the impact of external interventions, modern ideological conflict and technological revolution, the emergent multilateral balance beyond Vietnam, and the U.S. role in Asia.
International Political Economy
POL-UA 775 Prerequisite: International Politics (POL-UA 700). Offered periodically. 4 points.
Familiarizes students with analytical tools that allow a better understanding of the current problems and opportunities facing actors in today's international political economy.

Inter-American Relations
POL-UA 780 Formerly Latin America and the World. Prerequisite: International Politics (POL-UA 700). Offered periodically. 4 points.
Focuses on the 20th century and provides a historical, sociological, and economic background of Latin American political development and the role of the United States. Regional revolutions and their effects on U.S.-Latin American relations are discussed, along with U.S. social, political, and military intervention in the region and its effect on strengthening and/or hindering democracy.

Undergraduate Field Seminar: International Relations
POL-UA 795 Prerequisites: International Politics (POL-UA 700) and three other politics courses, junior or senior standing, and a minimum 3.0 GPA. Offered every semester. 4 points.
Topics vary.

Honors Seminar: American Empire?
POL-UA 796 Prerequisites: International Politics (POL-UA 700) and three other politics courses, junior or senior standing, and a minimum 3.5 GPA. Offered every year. 4 points.
Considers whether America is creating an empire, or whether U.S. influence is simply a reflection of the wealth and military might that Americans command.

Analytical Politics

Quantitative Methods in Political Science
POL-UA 800 Offered periodically. 4 points.
Introduction to probability theory and statistics with a view to testing hypotheses about politics. Use of statistical software to organize and analyze data.

Political Engineering: The Design of Institutions
POL-UA 810 Offered periodically. 4 points.
The tools of economic theory, game theory, and social choice theory are applied to the rational choice analysis of political institutions, whose consequences for society are derived from assumptions about what individuals seek to maximize.

Introduction to Political Psychology
POL-UA 812 Offered every year. 4 points.
Personality, the dynamics of social groups, and the effect of emotion on decision making, as applied to the media and political advertising, race relations, the legitimacy of government institutions, and the formation of opinions and ideologies. Describes political psychology experimentation.

Game Theory in Social Science
POL-UA 840 Offered every year. 4 points.
Whenever choices made by two or more distinct decision makers reciprocally affect their outcomes, the strategic interaction between them is game-theoretic in nature. Widely applied to phenomena in economics and biology, game theory is used in political science to consider the allocation of and competition for such scarce goods as power and wealth.

Doing Political Economy: Approaches to Public Policy
POL-UA 842 Offered every semester. 4 points.
Political economy explains political and economic behavior by characterizing the incentives of actors and the context in which these actors make decisions and influence outcomes. Introduces students to these theoretical approaches and demonstrates their application to contemporary policy questions.

Games, Strategy, and Politics
POL-UA 844 Offered every year. 4 points.
Uses of strategy in defense and deterrence policies of nations, guerrilla warfare of revolutionaries and terrorists, bargaining and negotiation processes, coalitions and the enforcement of collective action, and voting in committees and elections. Secrecy and deception as political strategies and the uses of power.

Social Choice and Politics
POL-UA 845 Offered periodically. 4 points.
Individual choice, group choice, collective action, and institutions. Examines models of individuals' voting behavior, the incentive structures of interest groups, and the role of institutions.

Experimental Methods in Political Science
POL-UA 846 Prerequisite: Quantitative Methods in Political Science (POL-UA 800) or equivalent. Offered periodically. 4 points.
Emphasizes several different styles of laboratory experiments, with some attention to field and survey experiments.
Introduction to Research Methods for Politics
POL-UA 850 Offered every semester. 4 points.
Quantitative techniques and methods; designing research projects; how theory and data fit together; statistical software.

Undergraduate Field Seminar: Analytical Politics
POL-UA 895 Prerequisites: junior or senior standing with a cumulative GPA of 3.0 and four previous courses in politics, or permission of the instructor. Offered periodically. 4 points.
Topics vary.

Honors, Internships, and Independent Study

Senior Honors I
POL-UA 950 Prerequisite: admission to the honors program. Offered in the fall. 4 points.
Provides students with the skills needed to design a feasible research project in political science and supports them in the development of a detailed research proposal for the senior thesis.

Senior Honors II
POL-UA 951 Prerequisite: completion of Senior Honors I (POL-UA 950). Offered in the spring. 4 points.
Supports students in the writing of their senior theses.

Internships in Politics and Government I, II
POL-UA 970, 971 Restricted to junior and senior politics majors with a minimum 3.0 GPA who obtain permission of the director of internships. Does not count toward the major. Students are limited to a maximum of eight combined credits from Internships in Politics and Government (POL-UA 970, 971) and/or Readings and Research (POL-UA 990). Offered every semester. 2 to 4 points per term.
Integration of part-time working experience in governmental agencies or other political offices and organizations with study of related problems in politics and political science.

Readings and Research
POL-UA 990 Prerequisite: written approval of student's departmental adviser, the instructor, the director of undergraduate studies. Does not count toward the major. Students are limited to a maximum of eight combined credits from Internships in Politics and Government (POL-UA 970, 971) and/or Readings and Research (POL-UA 990). Offered every semester. 2 or 4 points.
Individual readings and research under the direction of faculty supervisor for students with a minimum 3.0 GPA in at least three previous politics courses. Only regular politics faculty members may direct this independent study.

Topics
POL-UA 994 Prerequisite: core course in relevant field or permission of the instructor. Offered every semester. 4 points.
Accommodates faculty who wish to give a one-time or experimental course, often taught seminar-style, on subject areas or issues not in the permanent course offerings.

Graduate Courses Open to Undergraduates

Courses at the 1000 and 2000 levels are open to exceptional undergraduates with an adequate background in politics. Requires written permission of the instructor or, in the instructor’s absence, the director of graduate studies.
The Department of Psychology at NYU approaches the study of mind and behavior from many perspectives. Cognitive psychologists focus on perception, memory, attention, language, and thinking. Social and personality 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 in faculty research through the Research Experiences and Methods course and the honors program. Highly qualified students are admitted to the honors program in their sophomore or junior year, take honors seminars, participate in primary research, and write an honors research thesis under close faculty supervision.

NYU psychology majors graduate with an excellent academic foundation in psychology and are well prepared for graduate study in the field. Graduates are accepted by top programs throughout the country. Others go on to careers in law, business, medicine, and education.

**Advanced Placement in Psychology and Statistics**

Entering students with a score of 4 or 5 on the AP exam in psychology receive credit for Introduction to Psychology (PSYCH-UA 1) and may count it as one of the ten courses required for the major. The same policy applies to students with International Baccalaureate (a score of 6 or 7, HL only) or A-Level credits (a grade of B or higher) in psychology.

Entering students with a score of 4 or 5 on the AP exam in statistics receive credit for Statistics for the Behavioral Sciences (PSYCH-UA 10) and may count this as one of the ten courses required for the major.
Major in Psychology

Ten 4-point courses (40 points) are required:

- Introduction to Psychology (PSYCH-UA 1)
- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Advanced Psychological Statistics (PSYCH-UA 11)
- Two courses from Core A (psychology as a natural science)
- Two courses from Core B (psychology as a social science)
- One laboratory course from Core C
- Two advanced electives

General Policies

Developmental Psychology (PSYCH-UA 34) can be selected by a student to count as either a Core A or Core B requirement (but not both).

To declare a major in psychology, a grade of C or better must first be earned in Introduction to Psychology (PSYCH-UA 1) and Statistics for the Behavioral Sciences (PSYCH-UA 10). Credit toward the major is not given for courses completed with a grade of less than C, or for courses taken on a Pass/Fail basis.

General Recommendations

Introduction to Psychology (PSYCH-UA 1) is taken first, preferably in the freshman year. Statistics for the Behavioral Sciences (PSYCH-UA 10) should be taken next, as it lays the methodological groundwork for the research discussed in core courses; it must be among the first four psychology courses taken. The department advises students to take the required course Advanced Psychological Statistics (PSYCH-UA 11) directly after Statistics for the Behavioral Sciences (PSYCH-UA 10). Core A and B courses of greatest interest to the student should be taken as soon as possible as preparation for the related Core C laboratory course. Advanced electives would typically be taken last. It is advised that students complete Core C before taking advanced courses, preferably by the spring of the junior year.

Students interested in graduate training in psychology should become involved in research. Research Methods and Experience (PSYCH-UA 999) offers the opportunity to participate in faculty research, providing a supervised research experience as well as training in research presentation and criticism. This course can help students in deciding about career directions and can result in a faculty letter of recommendation for graduate school applications.

Pursuing an interest in clinical psychology: Students interested in graduate work in clinical psychology should consider some combination of Personality (PSYCH-UA 30), Laboratory in Clinical Research (PSYCH-UA 43) or Laboratory in Psychopathology (PSYCH-UA 48), and Abnormal Psychology (PSYCH-UA 51, formerly PSYCH-UA 35) among their course selections. Developmental Psychology (PSYCH-UA 34) is also an appropriate choice. The department provides special advisement for these students; contact the undergraduate program office for details.

Pursuing an interest in experimental psychology or industrial and organizational psychology: If a student plans to pursue a research career (particularly in Core A areas), then in addition to the relevant courses in the major, courses in mathematics, chemistry, biology, physics, and computer science may be beneficial. If a career in business or organizational psychology is the goal, then in addition to Social Psychology (PSYCH-UA 32), Laboratory in Social and Organizational Psychology (PSYCH-UA 38), and Industrial and Organizational Psychology (PSYCH-UA 62) courses in economics, sociology, and mathematics may be useful.

Joint Major in Language and Mind

This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics, Philosophy, and Psychology. Ten courses (40 points) are required (four in linguistics, one in philosophy, four in psychology, and one additional course). All must be completed with a grade of C or better. For advisement, language and mind majors should consult with the directors of undergraduate studies of the participating departments.
The linguistics component consists of these four courses:

- Language and Mind (LING-UA 3) or Language (LING-UA 1)
- Two courses chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Phonological Analysis (LING-UA 12) [Note that Sound and Language (LING-UA 11) is a prerequisite for Phonological Analysis and is only offered in the Fall Semester.]
  - Grammatical Analysis (LING-UA 13)
- One course chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Psycholinguistics (LING-UA 5)
  - Patterns in Language (LING-UA 6)
  - Formal Languages (LING-UA 7)
  - Sound and Language (LING-UA 11)
  - Phonological Analysis (LING-UA 12)
  - Grammatical Analysis (LING-UA 13)
  - Advanced Semantics (LING-UA 19)
  - The Syntax/Semantics Interface: Hungarian (LING-UA 37)
  - Neural Bases of Language (LING-UA 43 or PSYCH-UA 300)
  - Linguistics as Cognitive Science (LING-UA 48)
  - Learning to Speak (LING-UA 54)
  - Introduction to Morphology at an Advanced Level (LING-UA 55)
  - First Language Acquisition (LING-UA 59 or PSYCH-UA 300)

The philosophy component is any one of the following three courses (4 points):

- Minds and Machines (PHIL-UA 5)
- Logic (PHIL-UA 70)
- Philosophy of Language (PHIL-UA 85)

The psychology component consists of four courses (16 points):

- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Cognition (PSYCH-UA 29)
- One course from:
  - Introduction to Psycholinguistics (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)
- One course from:
  - Perception (PSYCH-UA 22)
  - Cognitive Neuroscience (PSYCH-UA 25)
  - Laboratory in Perception (PSYCH-UA 44)
  - Laboratory in Human Cognition (PSYCH-UA 46)
  - Introduction to Psycholinguistics (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)

The tenth course (4 points) will be one of the above-listed courses that has not already been chosen to satisfy the departmental components.

**Minor in Psychology**

A minor in psychology comprises four 4-point courses (16 points), with a grade of C or better:

- Introduction to Psychology (PSYCH-UA 1)
DEPARTMENT OF PSYCHOLOGY

- One course from the Core A group
- One course from the Core B group
- One advanced elective. Statistics for the Behavioral Sciences (PSYCH-UA 10) does not count.

The course Developmental Psychology (PSYCH-UA 34) can be selected by a student to count as either a Core A or Core B requirement (but not both).

To declare a minor in psychology, students must first earn a grade of C or better in Introduction to Psychology. Credit toward the minor is not given for courses completed with a grade of less than C, or for courses taken on a pass/fail basis.

Honors Program
The honors program provides students majoring in psychology an opportunity to engage in closely supervised yet independent research and scholarship. Honors prepares students for graduate-level work in psychology or such related professional fields as business, law, or medicine. The year-long program provides students with experiences and skills that may help them attain their career objectives. Students apply for admission to the honors program in their sophomore or junior year, with occasional exceptions for late transfer students. Admission is based on a minimum overall and major GPA of 3.65 and the ability to benefit from a program that emphasizes independent research projects and research seminars.

Honors students take the Honors Seminar sequence in either their junior or senior year: Honors Seminar I (PSYCH-UA 200) in the fall and Honors Seminar II (PSYCH-UA 201) in the spring. An honors research thesis, usually an expansion of an ongoing research project in a faculty laboratory, is submitted for faculty approval near the end of the junior or senior year. Details and application forms are available from the department.

Introduction to Psychology (PSYCH-UA 1) or the equivalent is a prerequisite for all courses in psychology, except for Statistics for the Behavioral Sciences (PSYCH-UA 10) and Advanced Psychological Statistics (PSYCH-UA 11). Some courses carry additional prerequisites, as noted below.

Introductory and Statistics Courses

Introduction to Psychology
PSYCH-UA 1 Offered every semester. Coons, Phelps, Rhodes, Van Bavel. 4 points.
Fundamental principles, 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. Includes direct observation of methods of investigation through laboratory demonstrations and student participation in current research projects.

Statistics for the Behavioral Sciences
PSYCH-UA 10 Offered every semester. Bauer. 4 points.
Provides tools for evaluating data derived from psychological studies. Data description, significance tests, confidence intervals, linear regression, analysis of variance, and other topics. Students analyze psychological data and interpret results from randomized experiments as well as correlational studies.

Advanced Psychological Statistics
PSYCH-UA 11 Offered every semester. Prerequisite: Statistics for the Behavioral Sciences (PSYCH-UA 10) or Advanced Placement credit in statistics. Wallisch. 4 points.
Provides a deeper understanding of the aim and use of various behavioral statistical analyses and procedures. Focuses on the use of statistical tests, software used to analyze data, and empirical methodologies.

Core A: Psychology as a Natural Science
Two Core A courses must be taken for the major, one for the minor. Introduction to Psychology (PSYCH-UA 1) is the prerequisite for all Core A courses.

Perception
PSYCH-UA 22 Prerequisite: Introduction to Psychology (PSYCH-UA 1). Offered every semester. Landy, Maloney, Winawer. 4 points.
Survey of basic facts, theories, and methods of studying sensation and perception. The major
emphasizes on vision and audition, although other modalities may be covered. Representative topics include receptor function and physiology; color; motion; depth; psychophysics of detection, discrimination, and appearance; perceptual constancies; adaptation, pattern recognition, and the interaction of knowledge and perception.

Cognitive Neuroscience
PSYCH-UA 25 Prerequisite: Introduction to Psychology (PSYCH-UA 1). Offered every semester. Curtis, Davachi. 4 points.

Provides students with a broad understanding of the foundations of cognitive neuroscience, including dominant theories of the neural underpinnings of a variety of cognitive processes and the research that has led to those theories. Covers the goals of cognitive neuroscience research and the methods that are being employed to reach these goals.

Cognition
PSYCH-UA 29 Prerequisite: Introduction to Psychology (PSYCH-UA 1). Offered every semester. Hilford, Murphy, Rehder. 4 points.

Introduction to theories and research in some major areas of cognitive psychology, including human memory, attention, language production and comprehension, thinking, and reasoning.

Developmental Psychology
PSYCH-UA 34 Prerequisite: Introduction to Psychology (PSYCH-UA 1). Counts as a Core A or Core B but not both. Offered every semester. Adolph, Vouloumanos. 4 points.

Introduction and overview of relevant theoretical issues and selected research. Focuses on infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.

Core B: Psychology as a Social Science
Two Core B courses must be taken for the major, one for the minor. Introduction to Psychology (PSYCH-UA 1) is the prerequisite for all Core B courses.

Personality
PSYCH-UA 30 Prerequisite: Introduction to Psychology (PSYCH-UA 1). Offered every semester. Andersen. 4 points.

Introduction to research in personality, including such topics as the self-concept; unconscious processes; how we relate to others; and stress, anxiety, and depression.

Social Psychology
PSYCH-UA 32 Prerequisite: Introduction to Psychology (PSYCH-UA 1). Offered every semester. Uleman, West. 4 points.

Theories and research about the social behavior of individuals: perception of others and the self, attraction, affiliation, altruism and helping, aggression, moral thought and action, conformity, social exchange and bargaining, group decision making, leadership and power, and environmental psychology.

Developmental Psychology
PSYCH-UA 34 Prerequisite: Introduction to Psychology (PSYCH-UA 1). Counts as a Core A or Core B but not both. Offered every semester. Adolph, Vouloumanos. 4 points.

Introduction and overview of relevant theoretical issues and selected research. Focuses on infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.

Core C: Laboratory Courses
One Core C course is required for the major. Introduction to Psychology (PSYCH-UA 1) and Statistics for the Behavioral Sciences (PSYCH-UA 10) are prerequisites for all Core C courses. These courses have additional prerequisites as noted below.

Laboratory in Social and Organizational Psychology
PSYCH-UA 38 Prerequisite: Social Psychology (PSYCH-UA 32) or Personality (PSYCH-UA 30) or Industrial and Organizational Psychology (PSYCH-UA 62). Offered in the fall. Heilman. 4 points.

Acquaints students with research methodology in organizational psychology. They perform an original study, such as a laboratory experiment or research survey, in one of these areas.

Laboratory in Personality and Social Psychology
PSYCH-UA 39 Prerequisite: Personality (PSYCH-UA 30) or Social Psychology (PSYCH-UA 32) or Abnormal Psychology (PSYCH-UA 51) or Industrial and Organizational Psychology (PSYCH-UA 62). Offered every semester. Balles, Gollwitzer, Knowles. 4 points.

Methodology and procedures of research and exercises in data analysis and research design. Statistical concepts such as reliability and validity, methods of constructing personality measures,
Laboratory in Developmental Psychology
PSYCH-UA 40 Prerequisite: Developmental Psychology (PSYCH-UA 34). 4 points.
Review of observational and experimental techniques for studying children. Requires a short-term study in a field or laboratory setting. Two presentations require a literature review and a proposed experimental design, with a report of the results of the study due at end of term.

Laboratory in Infancy Research
PSYCH-UA 42 Prerequisite: Developmental Psychology (PSYCH-UA 34), and/or to be taken with a second semester of Tutorial in Infant Research (PSYCH-UA 992). Permission of the instructor required. Offered every semester. Adolph. 4 points.
Part of a year-long research training program. General methods for studying infant development and specific methods for examining infants’ perceptual-motor development. Students design and conduct laboratory research projects, code and analyze data, and prepare results for presentation and publication (grant proposals, conference submissions, and journal submissions).

Laboratory in Clinical Research
PSYCH-UA 43 Prerequisite: Personality (PSYCH-UA 30) or Abnormal Psychology (PSYCH-UA 51). Offered every semester. Westerman. 4 points.
Scientific investigation into issues related to psychopathology, personality dynamics, individual differences, interpersonal interaction, and psychotherapy process. All basic aspects of research methodology are covered. Students complete a set of research and writing exercises.

Laboratory in Perception
PSYCH-UA 44 Prerequisite: Perception (PSYCH-UA 22), Cognitive Neuroscience (PSYCH-UA 25), or Cognition (PSYCH-UA 29). Offered every semester. Landy, Pelli. 4 points.
By participating in class-designed experiments and carrying out a research project students learn how to formulate an experimental question, design and conduct an experiment, statistically analyze experimental data, write research papers, and present a short research talk.

Laboratory in Cognitive Neuroscience
PSYCH-UA 45 Prerequisite: both Cognitive Neuroscience (PSYCH-UA 25) and Cognition (PSYCH-UA 29), or permission of instructor. Offered every year. 4 points.
Major approaches to cognitive neuroscience from a practical point of view, including imaging and neuropsychological patient data. The core component of the class is hands-on: students design, execute, and analyze an electrophysiological experiment using EEG or MEG.

Laboratory in Human Cognition
PSYCH-UA 46 Formerly PSYCH-UA 28.
Prerequisite: Perception (PSYCH-UA 22), Cognitive Neuroscience (PSYCH-UA 25), or Cognition (PSYCH-UA 29). Offered every semester. Gureckis, Hilford, McElree. 4 points.
Design and implementation of experiments in cognitive psychology as performed on computers. Experiments in perception, learning, memory, and decision making. Students carry out independent research projects and write research reports.

Laboratory in Psychopathology
PSYCH-UA 48 Prerequisite: Personality (PSYCH-UA 30) or Abnormal Psychology (PSYCH-UA 51). Offered every semester. 4 points.
Research approaches and strategies as applied to the issue of psychopathology and its treatment. Re-creates studies from the psychiatric and psychological literatures. Students re-stage these studies in SPSS using both real and simulated data. Issues related to the diagnosis and treatment of psychiatric disorders and the basic principles, methodology, and ethics of psychological research.

Laboratory in Infant Cognition I, II
PSYCH-UA 300 Prerequisites: Developmental Psychology (PSYCH-UA 34) and permission of instructor. Must be taken as a two-semester sequence. Offered every semester. Vouloumanos. 4 points per term.
A two-semester immersive research training program. General methods for studying infant development and specific methods for studying infant cognition and communication. Students conduct research projects, code and analyze data, and report results in presentation and paper formats.

Advanced Elective Courses
Two advanced electives are required for the major, one for the minor. All have prerequisites in addition to Introduction to Psychology (PSYCH-UA 1), as noted below.
Teaching in Psychology
PSYCH-UA 2 Prequisite: admittance by application only. Offered every semester. Hilford. 2 points.
Students attend a weekly seminar on teaching psychology, as well as the Introduction to Psychology (PSYCH-UA 1) lecture. Students put their training to immediate use by teaching a weekly Introduction to Psychology recitation.

Language and Mind
PSYCH-UA 27 Identical to LING-UA 3 (formerly LING-UA 28). Prerequisite: Cognition (PSYCH-UA 29). McElree, Pylkänen. Offered in the spring. 4 points.
Introduces 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.

Abnormal Psychology
PSYCH-UA 51 Prerequisite: any Core B course or permission of the instructor. Offered every semester. Reed. 4 points.
The kinds, dynamics, causes, and treatment of psychopathology. Topics: early concepts of abnormal behavior; affective disorders, anxiety disorders, psychosis, and personality disorders; the nature and effectiveness of traditional and modern methods of psychotherapy; viewpoints of major psychologists past and present.

Introduction to Psycholinguistics
PSYCH-UA 56 Prerequisite: Language (LING-UA 1). Offered every other year. McElree. 4 points.
Theories and research concerning the cognitive processes and linguistic representations that enable language comprehension and production. Topics: speech perception, visual processes during reading, word recognition, syntactic processing, and semantic/discourse processing.

From Illusions to Inference
PSYCH-UA 60 Prerequisite: Introduction to Psychology (PSYCH-UA 1). Offered every year. Ma. 4 points.
Examines illusions (visual, auditory, tactile, vestibular, and multisensory) to understand the central concept of inference in perception: how the brain constantly forms hypotheses about the outside world and tries to figure out which is most probable.

Industrial and Organizational Psychology
PSYCH-UA 62 Prerequisites: Introduction to Psychology (PSYCH-UA 1), Statistics for the Behavioral Sciences (PSYCH-UA 10), and one Core B course (PSYCH-UA 30 or 32 or 34). Offered every year. Eggebeen. 4 points.
Psychology applied to the workplace; human behavior from the perspective of employees and employers. Analyzes the individual, the team, and the organization as a whole. Topics include employee engagement, satisfaction, identity, esteem, and career interests, as well as hiring, firing, and motivating and rewarding staff to increase performance and productivity.

Motivation and Volition
PSYCH-UA 74 Prerequisites: Cognition (PSYCH-UA 29) and Social Psychology (PSYCH-UA 32). Offered every year. Oettingen. 4 points.
Major research, theories, and findings. Topics: willpower and its absence, the psychology of goal setting and implementation, self-regulation disorders. Cognitive-neuropsychological and economic approaches.

Special Topics in Psychology
PSYCH-UA 300 Prerequisites vary. Offered every semester. 4 points.
Advanced-level seminars. Topics vary.

Supervised Reading
PSYCH-UA 993 Prerequisite: permission of the department. May be repeated for credit. Counts as elective credit toward the degree and may count toward the major with permission of the department. Hilford. 1 to 4 points per term.
An independent study which may include research, readings, and written work. Each independent study is supervised by a faculty member. May be used for an internship or other practical training (academic work is still required to earn credits; average of two hours a week at internship per point). Students may take no more than 12 points of independent study and/or internship, and no more than 8 points may be taken in any one department.

Research Experiences and Methods
PSYCH-UA 999 Prerequisites: Statistics for the Behavioral Sciences (PSYCH-UA 10), two core courses in psychology, 3.0 GPA, and permission of the instructor. Recommended: a laboratory (Core C) course. May be repeated for three semesters. Usually taken for 4 points initially; may be approved for fewer points thereafter with permission of the instructor. Offered
every semester. McMeniman. 1 to 4 points.
Undergraduates serve as research assistants to faculty, advanced graduate students, or other researchers on survey, laboratory, clinical, and field research projects. Weekly meetings deal with research methods and design and allow students an opportunity to speak on their research projects.

Honors Courses
Open only to students who have been admitted to the psychology honors program. The Honors Seminars (PSYCH-UA 200 and PSYCH-UA 201) may be counted as the two advanced electives required for the major.

Honors Seminar I
PSYCH-UA 200 Prerequisite: admission to the honors program. Offered in the fall. 4 points.
Recent studies and classical papers related to current controversies in psychology. Discussion of theoretical and technical aspects of each student’s thesis project.

Honors Seminar II
PSYCH-UA 201 Prerequisite: Honors Seminar I (PSYCH-UA 200). Offered in the spring. 4 points.
Students present preliminary results of their thesis projects and interpret their findings.

Graduate Courses Open to Undergraduates
Certain courses in the Graduate School of Arts and Science are open to junior or senior psychology majors who have (1) permission of their undergraduate psychology adviser, (2) permission of the Department of Psychology (graduate division), (3) the additional specific prerequisites listed for each course, and (4) permission of the instructor. For further information, please consult the department and the Graduate School of Arts and Science Bulletin.
JOINT MAJOR IN

Public Policy

The undergraduate major in public policy, jointly offered by the NYU College of Arts and Science and the Robert F. Wagner Graduate School of Public Service, prepares students to play roles in the creation, implementation, and evaluation of policies that address the challenges faced by domestic and global publics in the 21st century. Students in the major acquire critical conceptual, analytical, and quantitative skills related to the policy making process and learn how to ethically apply these skills in the assessment of alternative policy responses to a broad range of public issues. Grounded in the principles of social science, the major is particularly appropriate for students who are both passionate about policy problems and dedicated to reaching solutions to these problems through the use of logic and evidence.

The public policy major prepares students for careers in government, the non-profit sector, research, and other fields involved in the creation, implementation, and evaluation of public policies.

Major

The major in public policy requires two prerequisites and eleven courses (thirteen courses/52 points total) as listed below. The two CAS prerequisites must be completed with a grade of C or better before a student can declare the major.

Two prerequisite courses (8 points) that provide students with the strong analytic framework necessary to enter the major:

- Introduction to Microeconomics (ECON-UA 2); advanced standing credit (AP, IB, etc.) in microeconomics is accepted.
- One course in politics chosen from:
  - Power and Politics in America (POL-UA 300)
  - Comparative Politics (POL-UA 500)
  - International Politics (POL-UA 700)

Three required core courses (12 points) in economics, policymaking, and quantitative and qualitative analysis that introduce students to the key questions and tools involved in the study of public policy (note that UPADM-GP 101, 111, and 140 count as 12 of the 16 credits CAS students are allowed to take outside the College, and any additional Wagner courses will also count against the 16 points. In addition, note that no Wagner courses can count toward the 64 credits that internal or external transfer students to the College are required to complete in CAS -UA courses):

- The Politics of Public Policy (Wagner, UPADM-GP 101)
- Quantitative Analysis for Public Policy (Wagner, UPADM-GP 111); there are no substitutions for or exemptions from this statistics requirement. This course satisfies the College Core Curriculum Quantitative Reasoning requirement for public policy majors only. Other students cannot use the course to satisfy this Core requirement (no exceptions).
- The Economics of Public Policy (Wagner, UPADM-GP 140)

One course in ethics and justice (4 points), drawn from the following list (students must check the economics, philosophy, and politics sections of this Bulletin for prerequisites of CAS options):
• Ethics and Economics (ECON-UA 207)
• Ethics and Society (PHIL-UA 3)
• Ethics (PHIL-UA 40)
• Medical Ethics (PHIL-UA 50)
• Ethics and the Environment (PHIL-UA 53)
• Topics in Ethics and Political Philosophy: Equality (PHIL-UA 102)
• Ethics, Politics, and Public Policy (POL-UA 130)
• Normative Issues in Public Policy (Wagner, UPADM-GP 120)

Six electives (24 points). Public policy majors select six elective courses to deepen their understanding of, and expertise in, key policy areas. At least one of the six courses must be in the policy analysis field. The current list of approved electives in the fields of economics, environmental studies, politics, sociology, etc. is available at wagner.nyu.edu/undergrad. Although students are not required to focus on any particular field, examples of the kinds of fields into which many elective offerings fall include environmental policy; ethics and policy; finance and economic policy; health policy; international development; law and policy; management and policy; politics and policy; social policy; and urban policy.

A senior seminar (PUBPL-UA 800, 4 points) in which students conduct in-depth analysis of a critical and relevant policy issue in a small classroom setting under the guidance of a faculty member from CAS or Wagner. Students apply the analytical methods and substantive knowledge of the policy process they have gained to a current policy problem of their choosing. Each student writes a senior seminar paper that consists of both policy analysis and recommendations for action.

Policies Applying to the Major
Credit toward the major is not given for courses completed with a grade of less than C, or for courses taken on a pass/fail basis.

Students in this major may double-count up to two courses towards this major and another major. However, the department of the second major may allow more limited (or no) double-counting; therefore, students must always check with advisers in their second major.

CAS students are allowed to take 16 credits in non-liberal arts courses in the other schools of the University; the three required Wagner courses for this major count as 12 of those 16 credits, and any additional Wagner courses will also count against the 16 points. Students with a good academic reason for going over the 16-point limit must petition the Office of Academic Standards, Silver 909, 212-998-8140, for permission to take additional credits outside of the College.

In addition, no Wagner courses can count toward the 64 credits that internal or external transfer students to the College are required to complete in CAS (-UA) courses.

Advisement and Declaration
To declare the major, students should contact NYU Wagner (295 Lafayette Street, second floor; 212-998-7400; wagner.undergraduate@nyu.edu) to obtain and fill out the major declaration form. Students cannot declare the major until they have completed the two prerequisite courses with a grade of C or better. Once declared as public policy majors, students will be assigned to a faculty adviser for guidance on completion of public policy requirements and clearance for registration.

Recommended Sequencing of Courses
First Year:
• Introduction to Microeconomics (ECON-UA 2), if no advanced standing credit
• Politics prerequisite, chosen from Power and Politics in America (POL-UA 300), Comparative Politics (POL-UA 500), or International Politics (POL-UA 700)
• Politics of Public Policy (UPADM-GP 101), offered every semester
Second Year:
- Quantitative Analysis for Public Policy (UPADM-GP 111), offered in the fall
- The Economics of Public Policy (UPADM-GP 140), offered in the spring

Minors
There are three cross-school minors for students interested in public policy. One, called public policy analysis, closely mirrors the core of the public policy major and is offered jointly by Wagner and CAS. The two others are the minors in social and public policy (offered by Wagner and CAS) and in public policy and management (offered by Wagner and Stern). For information on these three minors, please see the cross-school minors section of this Bulletin.

Honors Program
To graduate with honors in the public policy major, a student must maintain at least a 3.65 average in the 11 courses required for the major (the two prerequisite courses are not calculated in this GPA), earn at least a 3.65 overall GPA, and write an honors thesis in the spring of senior year.

At the end of the junior year, each honors student meets with a faculty director for initial advisement and approval. A student writes the honors thesis by enrolling in the Senior Seminar (PUBPL-UA 800, described above) and then enrolling in an additional thesis-writing independent study (PUBPL-UA 801, 4 points). This independent study is an additional twelfth course that does not count toward the eleven required for the major proper, and is supervised by a faculty member whose area of academic expertise coincides with the focus of the honors thesis. To be awarded honors, a student must complete this two-course sequence (PUBPL-UA 800, 801) and produce a quality senior thesis.

Study Away
Students should discuss with an adviser for the major as early as possible. NYU Washington, D.C. is an excellent choice for many public policy majors.

COURSES

CAS Prerequisite Courses
All students planning a major in public policy must complete both ECON-UA 2 (or present advanced standing credit in microeconomics from AP, etc.), and one course chosen from POL-UA 300, 500, or 700, with a C or better before they can declare the major. For descriptions and prerequisites, please see the economics and politics sections of this Bulletin.

Introduction to Microeconomics
ECON-UA 2 4 points.

Power and Politics in America
POL-UA 300 4 points.

Comparative Politics
POL-UA 500 4 points.

International Politics
POL-UA 700 4 points.

Wagner Core Courses
All public policy majors must take these three courses. Together, they count as 12 of the 16 credits that CAS students are allowed to take in the other schools of the University; any additional Wagner courses will also count against the 16 points. Students must petition the Office of Academic Standards, Silver 909, 212-998-8140, for permission to take additional credits outside of the College. No Wagner courses can count toward the 64 credits that internal or external transfer students to the College are required to complete in CAS (-UA) courses.

The Politics of Public Policy
UPADM-GP 101 No prerequisites. Offered every semester. 4 points.
Introduction to the political institutions and processes through which public policy is made and implemented in the United States. Also introduces students to the tools of policy analysis. Presents major models of policymaking and policy analysis and applies these concepts to specific policy areas such as health, education, and environment, illustrated by real-world case studies.
Quantitative Analysis for Public Policy
UPADM-GP 111 Prerequisite: Introduction to Microeconomics (ECON-UA 2) or equivalent.
No substitutions or exemptions. Satisfies the College Core Curriculum Quantitative Reasoning requirement for public policy majors only. Other students cannot use to satisfy QR Core requirement (no exceptions).
Offered in the fall. 4 points.
Introduces students to basic statistical methods and their application to management, policy, and financial decision-making. Covers the essential elements of descriptive statistics, univariate and bivariate statistical inference, and some multivariate analysis. Emphasizes applied statistics and data analysis making.

The Economics of Public Policy
UPADM-GP 140 Prerequisite: Introduction to Microeconomics (ECON-UA 2) or equivalent.
Offered in the spring. 4 points.
Analyzes the impact of public policy on the allocation of resources and distribution of income in the economy. When and how should the government intervene in the economy? What are the effects of those interventions on economic outcomes? Topics: income distribution and welfare programs, taxation and tax reform, government debt, market failures, Social Security, unemployment insurance, and health insurance.

Core Course in Ethics and Justice
All public policy majors must take one of these courses. For descriptions of and prerequisites for the CAS options, please see the economics, philosophy, and politics sections of this Bulletin.

Ethics and Economics
ECON-UA 207 4 points.

Ethics and Society
PHIL-UA 3 4 points.

Ethics
PHIL-UA 40 4 points.

Medical Ethics
PHIL-UA 50 4 points.

Ethics and the Environment
PHIL-UA 53 4 points.

Topics in Ethics and Political Philosophy
PHIL-UA 102 4 points.

Ethics, Politics, and Public Policy
POL-UA 130 4 points.

Normative Issues in Public Policy
UPADM-GP 120 4 points.
Examination of some of the most difficult decisions faced by the White House in the modern era. Issues in their historical context. Ethical, political, and personal factors in decision making.

Policy Electives
All public policy majors must take six electives, to be drawn from a pre-approved list available online at wagner.nyu.edu/undergrad. At least one of the six courses must be in the policy analysis field.

Senior Seminar and Honors Thesis
Public Policy Senior Seminar
PUBPL-UA 800 Prerequisites: completion of all coursework for public policy major. Required of all majors. 4 points.
Students apply the analytical methods they have mastered and the substantive knowledge of the policy process they have gained to a current policy problem of their choosing. Each student writes a capstone paper that consists of both policy analysis and recommendations for action. Provides structured guidance and supervision on the preparation and execution of a piece of policy analysis.

Senior Honors Thesis
PUBPL-UA 801 Prerequisites: 3.65 GPA overall and in the major, and application and admission to the honors program. Seminar. 4 points.
Provides students with the skills needed to design a feasible research project in public policy and supports them in the development of a detailed research proposal for the senior honors thesis.
Program in Religious Studies

The Program in Religious Studies explores religious practice as an important aspect of social life in three ways. First, students study the theories and methods through which religion is analyzed today, including psychological, sociological, anthropological, philosophical, historical, legal, and literary approaches. They also approach the study of “religion” as a concept, which has itself been an intellectual object of inquiry and has played a key role in the development of the social and human sciences. Second, students learn empirically about religion in different times and places, either through historical or ethnographic study, using textual, visual, and audio sources. Third, students use religions, approached as lived practices, as a lens for examining other realms in social life, such as gender and sexuality, race, the nation-state, violence, memory, ethics, emotions, politics, economy, power, art, literature, and media. These realms, in turn, have an impact on religions. The Program in Religious Studies is closely affiliated with the Center for Religion and Media. It should be stressed that the program is oriented toward the academic analysis of religious phenomena and does not promote or endorse either religious belief itself or the views and practices of any particular religious tradition.

FACULTY

Professors
Becker, de Vries

Associate Professors
Oliphant, Reed, Zito

Associated Faculty

PROGRAM

Major
The major in religious studies requires eight 4-point courses (32 points) completed with a grade of C or better, which must include both of the following:

- Theories and Methods in the Study of Religion (RELST-UA 1, offered only in the fall semester)
- Advanced Seminar (RELST-UA 15, offered only in the spring semester)

Majors are expected to outline completion of core requirements and design a coherent plan of study (which may, with permission, include courses outside the religious studies curriculum) in consultation with the director of undergraduate studies.

Minor
The minor in religious studies requires four 4-point courses (16 points) completed with a grade of C or better, which must include Theories and Methods in the Study of Religion (RELST-UA 1, offered only in the fall semester).

Honors Program
Eligibility: Students must spend at least two full years in residence at the College of Arts and Science, completing at least 64 points of graded work in the College. They must maintain a GPA of 3.65, both overall and in the religious studies major.

Requirements: Honors students must complete an additional two courses (8 points) above the requirements for the religious studies major (thus taking a total of ten courses/40 points). They register for two semesters of Independent Study (RELST-UA 997, 998) to conduct the research and writing of the thesis under the supervision of a departmental faculty member. The subject of the honors paper and the faculty supervisor are chosen in
Required Courses for the Major

Theories and Methods in the Study of Religion
RELST-UA 1 Offered in the fall. 4 points.
Fundamental theoretical and methodological issues pertaining to the academic study of religion. Theories of the origin, character, and function of religion as a human phenomenon. Understanding and interpretation of religious phenomena through psychological, sociological, anthropological, historical, and hermeneutical perspectives.

Advanced Seminar
RELST-UA 15 Prerequisites: junior or senior status, Theories and Methods in the Study of Religion (RELST-UA 1), and at least two other religious studies courses, or permission of the instructor. Offered in the spring. 4 points.
Varying topics with cross-cultural applicability (for example: ritual, the body, sacrifice, religion and the state). Students examine topics within context of their own area of specialization, as well as within other traditions.

Major Elective Courses

Cultures and Contexts: Global Christianities
CORE-UA 500 Counts toward the major in religious studies. Offered every year. Oliphant. 4 points.
Examines the ongoing global formation and reformation of Christianity, from its origins in a pluralistic ancient Mediterranean world and spread throughout Europe and the Middle East, to its historical and ever-transforming role in Africa, Asia, and the New World. Explores the problems and possibilities Christian texts, concepts, institutions, and narratives have posed for a diversity of populations over distinct historical periods.

Cultures and Contexts: Islamic Societies
CORE-UA 502 Counts toward the major in religious studies. Offered every year. 4 points.
The emphasis in the pre-modern period is first on the Qur’an 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.

What Is Islam?
RELST-UA 85 Identical to MEIS-UA 691, HIST-UA 85. Offered yearly. 4 points.
Introduction to the life of the Prophet Muhammad and the origins of Islam; the beliefs and practices of the Islamic community; differences between Sunni and Shi’ite Islam; Sufism; the spiritual, intellectual, and artistic life of the Islamic commonwealth; and modern Islamic revival.

Gender, Sexuality, and the Body in Early Christianity
RELST-UA 86 Offered periodically. Becker. 4 points.
Reexamines the light shed by ancient writings (and other evidence) not only on the role(s) of women in ancient Christian groups but also on the ideologies of gender promoted or assumed by those groups. The focus, while predominantly on women, also extends to the way in which gender identities were constructed and adhered to by males and females.

Of Miracles, Events, and Special Effects
RELST-UA 97 Offered every other year. de Vries. 4 points.
Do miracles happen? What do miracles, everyday events, and special effects have in common? Brings together theological, philosophical, and media studies to pose questions and offer intellectual resources—an imaginative archive as well as repository—for answering some basic questions regarding human agency and freedom.

Judaism, Christianity, and Islam
RELST-UA 102 Identical to MEDI-UA 25, MEIS-UA 800, HBRJD-UA 160. Offered periodically. 4 points.
Explores differences and similarities between Judaism, Christianity, and Islam and assesses their roles and interactions in the formation and functions of human society, culture, and politics. Examines the ancient origins and contemporary relevance of these monotheistic traditions. Considers the existence of Judaisms, Christianities, and Islams, rather than a trio of theological monoliths.
PROGRAM IN RELIGIOUS STUDIES

Jewish Mysticism and Hasidism
RELST-UA 104 Identical to HBRJD-UA 430, MEDI-UA 430. 4 points.
See description under Hebrew and Judaic studies.

Jewish Philosophy in the Medieval World
RELST-UA 106 Identical to HBRJD-UA 425. 4 points.
See description under Hebrew and Judaic studies.

Jewish Ethics
RELST-UA 117 Identical to HBRJD-UA 117.
Rubenstein. 4 points.
See description under Hebrew and Judaic studies.

Biblical Archaeology
RELST-UA 120 Identical to HBRJD-UA 120.
Fleming, Smith. 4 points.
See description under Hebrew and Judaic studies.

Foundations of the Christian-Jewish Argument
RELST-UA 192 Identical to HBRJD-UA 160, MEDI-UA 160. 4 points.
See description under Hebrew and Judaic studies.

Religion, Magic, and the Jewish Tradition
RELST-UA 212 Identical to HBRJD-UA 212. 4 points.
See description under Hebrew and Judaic studies.

Early History of God
RELST-UA 220 Identical to HBRJD-UA 116.
Fleming, Smith. 4 points.
See description under Hebrew and Judaic studies.

Passion and Desire in the Middle Ages
RELST-UA 250 Identical to COLIT-UA 961, MEDI-UA 961. Vitz. 4 points.
See description under medieval and Renaissance studies.

Introduction to the New Testament
RELST-UA 302 Identical to CLASS-UA 293, HBRJD-UA 22. Offered periodically. Becker. 4 points.
Examines issues and themes in the history of the Jesus movement and early Christianity through a survey of the main texts of the canonical New Testament, as well as other important early Christian documents. Provides historical context, describes modern scholarly methodologies, and places the empirical material within the larger framework of ancient history and the theoretical study of religion.

Religions of India
RELST-UA 337 Offered every year. 4 points.
Examines Hindu, Buddhist, Islamic, Jain, and Sikh traditions, as well as the ancient and modern contexts in which they are situated. Focuses on how various problems (material, intellectual, political) have served as catalysts for the formation and dissolution of communities of interpretation and practice and reexamines the multiple pasts of South Asia without projecting modern categories onto those traditions.

Belief and Social Life in China
RELST-UA 351 Identical to ANTH-UA 351, EAST-UA 351. Offered periodically. Zito. 4 points.
The Chinese word for “religion” means “teaching.” 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 as well as Buddhism, especially Ch’an (Zen).
Discusses the practices of filiality in Buddhism, Confucian orthodoxy, and folk religion.

Classical Mythology
RELST-UA 404 Identical to CLASS-UA 404.
Meineck. 4 points.
See description under classics.

Jewish Responses to Modernity: Religion and Nationalism
RELST-UA 470 Identical to HBRJD-UA 719. 4 points.
See description under Hebrew and Judaic studies.

American Religion
RELST-UA 480 Offered periodically. 4 points.
Religious formations from the national founding to the late twentieth century that influenced American culture, society, national identity, and politics. Topics: disestablishment and church-state relations; revivalism and social activism; race and religion; women’s religious leadership; atheism, freethought, and skepticism; pluralism and religious liberalism; religion and science; immigration and nativism; and religious conservatism and politics.

American Evangelicalism
RELST-UA 482 Offered periodically. 4 points.
Considers colonial America and religion in the new nation, evangelical reform in the nineteenth century, the clash between fundamentalists and modernists, holiness and Pentecostal movements, African American evangelicalism and the civil rights movement, the Christian right, youth movements, and neo-evangelicalism. Addresses variations in theology and religious practice and how evangelicals
have approached modern Western culture (gender, race and ethnicity, performance, nation, sexuality, and economics).

**Religion and U.S. Political Radicalism**

RELST-UA 484 *Offered periodically. 4 points.*

From the mid-19th century to the present. Introduces various models for defining and interpreting radicalism in religion and politics. Topics include labor activism, the women's movement, anti-radical repression, genealogies of socialism and communism, civil rights activism, religious fundamentalism, ethnic and immigrant expressions of radicalism, and the role of religion in Occupy Wall Street and the Tea Party movement.

**Confessional Culture from Augustine to Oprah**

RELST-UA 561 *Offered every other year. Pellegrini. 4 points.*

Different uses and forms “the confession” has taken in Western culture and its evolution from a specifically religious practice into a genre of self-fashioning in a putatively secular modernity. Includes the written word, TV, film, and the Internet. Explores the differences and similarities between these confessional modes, their cultural locations, their historical moments, and their ideological effects.

**The History of Religions of Africa**

RELST-UA 566 *Identical to HIST-UA 566, SCA-UA 790. 4 points.*

See description under history.

**The Land of Israel Through the Ages**

RELST-UA 609 *Identical to MEIS-UA 609, HBRJD-UA 141, HIST-UA 540. Schiffman. 4 points.*

See description under Hebrew and Judaic studies.

**Jews in the Islamic World in the Modern Period**

RELST-UA 610 *Identical to MEIS-UA 616, HBRJD-UA 114. 4 points.*

See description under Hebrew and Judaic studies.

**Jews and Christians in the Ancient World**

RELST-UA 611 *Identical to CLASS-UA 611, HBRJD-UA 128. Offered periodically. Becker, Reed. 4 points.*

The early history of Judaism and Christianity. Explores self-definition and typology in the formulation of religious categories and the use of these categories in examining religious and other social phenomena. Questions the relationship of ideology and literary evidence to social reality.

**Religion, State, and Politics**

RELST-UA 613 *Offered periodically. 4 points.*

A comparative and theoretical approach to the debate on secularism. Emergence, development, and close empirical analysis of the secularization paradigm. Different examples of state-religion relationships in historical and religio-cultural context. Considers the scope and limits of secularization theory and current debates on religion.

**After Religion? Rethinking Our Secular Age**

RELST-UA 638 *Identical to ANTH-UA 352. Offered every other year. Oliphant. 4 points.*

Explores different forms of the secular found around the world and over time and questions the power of the universal tale of modernization that sits at the foundation of the “secularization thesis.” Explores what it means to live in a “secular age”—a framework which, although often invisible or implicit, establishes and limits much of what we experience, expect, and encounter in our daily lives.

**Religious Bodies**

RELST-UA 642 *Identical to ANTH-UA 29. Offered periodically. Zito. 4 points.*

The body as medium both for ritual and religious experience; the body as locus for virtue and sin; the split between mind and body. Examines the body in various situations—gendered, sexualized, covered, naked, suffering, disabled, altered, missing—and interrogates notions of representations and ideals, from the religious ban on representing the human body to divine anthropomorphism.

**Religion and Media**

RELST-UA 645 *Recommended prerequisite: prior course work in religious studies, anthropology, or media studies. Offered periodically. Zito. 4 points.*

How human hearing, vision, and the performing body have been used historically to express and maintain religious life through music, voice, images, words, and rituals. Attention to more recent electronic media such as radio, film, television, video, and the Internet. Approaches religion from anthropological and historical perspectives.

**Religion, Sexuality, and Public Life**

RELST-UA 646 *Offered periodically. Pellegrini. 4 points.*

The U.S. was founded on the promise of religious freedom, yet laws and policies regulating sexual life draw on specifically religious notions of “good” versus “bad” sex, what bodies are “for,” and what
kinds of human relationships are valuable. Considers this apparent contradiction and the implications, for both sexual and religious freedom, of treating sexual life as a special case.

**Topics in Religious Studies**
RELST-UA 650 4 points.
Topics vary and have included Christianity and culture, religion and violence, and postcolonialism.

**Martyrdom, Ancient and Modern**
RELST-UA 660 Identical to CLASS-UA 646.
Offered periodically. Becker. 4 points.
Begins with a close study of the development of the martyrrological discourse in classical, early Christian, early Jewish, and Muslim literature and culture. Traces how the concept of martyrdom is deployed in modern culture: the "Columbine martyrs," "martyrdom operations" ("suicide bombers"), political martyrdom, and modern notions of holy war.

**Perspectives on Islam**
RELST-UA 665 Identical to MEIS-UA 665. Katz. 4 points.
See description under Middle Eastern and Islamic studies.

**History of Judaism: The Classical Period**
RELST-UA 680 Identical to MEIS-UA 680, HBRJD-UA 100. Rubenstein, Schiffman. 4 points.
See description under Hebrew and Judaic studies.

**Judaism: From Medieval to Modern Times**
RELST-UA 683 Identical to HBRJD-UA 111, HIST-UA 98, MEIS-UA 680. 4 points.
See description under Hebrew and Judaic studies.

**Introduction to Egyptian Religion**
RELST-UA 719 Identical to MEIS-UA 719. Goelet. 4 points.
See description under Middle Eastern and Islamic studies.

**The Civilizations and Religions of the Ancient Near East**
RELST-UA 790 Identical to MEIS-UA 790. 4 points.
See description under Middle Eastern and Islamic studies.

**The Dead Sea Scrolls**
RELST-UA 807 Identical to HBRJD-UA 131. Schiffman. 4 points.
See description under Hebrew and Judaic studies.

**Modern Perspectives on the Bible**
RELST-UA 809 Identical to MEIS-UA 809, HBRJD-UA 126. 4 points.
See description under Hebrew and Judaic studies.

**Gender and Judaism**
RELST-UA 815 Identical to HBRJD-UA 718, SCA-UA 732. 4 points.
See description under Hebrew and Judaic studies.

**Anthropology of Religion**
RELST-UA 829 Identical to ANTH-UA 30. 4 points.
See description under anthropology.

**Introduction to Buddhism**
RELST-UA 832 Identical to EAST-UA 832.
Offered yearly. 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 such as Buddhism and the family in China; Buddhism, language, and hierarchy in Japan; the politics of Buddhist Tibet; Buddhist art; and Buddhism in the United States.

**Tibetan Buddhism**
RELST-UA 835 Identical to EAST-UA 833.
Offered yearly. 4 points.
Begins with the principles of the tradition, then moves from the 7th-century arrival of Buddhism in Tibet to the present-day encounter with Western devotees of exiled Tibetan lamas. Topics include doctrinal innovation, ritual, myth, art, sacred geography, revelation, and the role of Buddhism in Tibet’s relationship with its neighbors.

**Internship and Independent Study**

**Internship**
RELST-UA 980, 981 Prerequisite: permission of the instructor. 1 to 4 points per term.

**Independent Study**
RELST-UA 997, 998 Prerequisite: permission of the instructor. 1 to 4 points per term.
MAJOR IN

Romance Languages

The Romance languages are the group of related tongues that emerged from spoken Latin after the fall of the Roman Empire in the fifth century. In the High Middle Ages and the Renaissance, they developed and evolved into languages that we recognize as the basis of (among others) modern Italian, French, Spanish, and Portuguese. The great works of literature produced in these centuries became the foundation of the national literatures of their respective cultures.

The nine-course major in Romance languages in the College of Arts and Science is administered by the Departments of Italian, French, and Spanish and Portuguese. Students choose a combination of any two of these four languages, taking five courses in one and four in the other. Thus, majors in Romance languages are able to take advantage of the rich course offerings and resources of our world-renowned language departments and to learn from distinguished scholars in two fields.

The major stresses competence in speaking and writing before moving into literary and cultural coursework. To improve students' facility with their two languages and promote cross-cultural understanding and exposure, study away at NYU Buenos Aires, Florence, Madrid, and Paris is encouraged. While they are at the Washington Square campus, students can take advantage of talks, exhibitions, films, and other events sponsored by the Departments of French, Italian, and Spanish and Portuguese and NYU's Maison Française, Casa Italiana Zerilli-Marimò, and King Juan Carlos I of Spain Center, as well as by cultural institutions in New York.

A major in Romance languages is applicable to careers in international law and business, communications, education, fine arts, tourism, and diplomacy, and also complements majors in such fields as art history, cinema studies, comparative literature, history, international relations, linguistics, medieval and Renaissance studies, and music.

PROGRAM

Overview of the Major

The Romance languages major requires a total of nine 4-point courses (36 points) distributed between two languages, with five courses (20 points) taken in the primary language and four courses (16 points) taken in the secondary language. The combinations of primary-secondary languages are:

- French-Italian
- French-Spanish
- French-Portuguese
- Italian-French
- Italian-Spanish
- Italian-Portuguese
- Spanish-French
- Spanish-Italian
- Spanish-Portuguese
- Portuguese-French
- Portuguese-Italian
- Portuguese-Spanish

For declaration of and advisement in the major, students must visit the departments of both languages they intend to study. They must indicate to both departments which language is primary and which is secondary. Advisement for course sequencing takes place in the relevant departments.
MAJOR IN ROMANCE LANGUAGES

Students must earn a C or better in all courses for the major. Courses graded pass/fail cannot be counted toward the major.

Below are listed the requirements for each of the four languages available in this major.

**French as Primary Language**

Five required courses (20 points):

- Written Contemporary French (FREN-UA 105)
- One of the following:
  - Spoken Contemporary French (FREN-UA 101)
  - French Phonetics (FREN-UA 103)
  - Translation (FREN-UA 107)
  - Advanced Techniques of Translation (FREN-UA 108)
  - Acting French (FREN-UA 109)
  - Business French (FREN-UA 110)
- One of the following:
  - Readings in French Literature I: From the Middle Ages to the French Revolution (FREN-UA 120)
  - Readings in French Literature II: From 1800 to the Present (FREN-UA 121)
  - Approaches to Francophone Literature (FREN-UA 145)
  - French Society and Culture from the Middle Ages to 1900 (FREN-UA 163)
  - Contemporary France (FREN-UA 164)
- Two advanced courses in French literature or linguistics, selected in consultation with the director of undergraduate studies in the Department of French.

For French as the secondary language, subtract one of the two advanced courses.

**Italian as Primary Language**

Five required courses (20 points):

- Advanced Review of Modern Italian (ITAL-UA 30)
- One of the following:
  - Conversations in Italian (ITAL-UA 101)
  - Italian through Cinema (ITAL-UA 107)
  - Italian through Opera (ITAL-UA 108)
- One of the following:
  - Creative Writing in Italian (ITAL-UA 103)
  - Advanced Composition (ITAL-UA 105)
  - Translation (ITAL-UA 110)
- One of the following:
  - Readings in Medieval and Renaissance Literature (ITAL-UA 115)
  - Readings in Modern Italian Literature (ITAL-UA 116)
- One advanced course in Italian, selected in consultation with the director of undergraduate studies in the Department of Italian Studies.

For Italian as the secondary language, subtract the one advanced course.

**Spanish as Primary Language**

Five required courses (20 points):

- Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200)
- Four advanced courses in Spanish (one of which may be an advanced language course in creative writing, conversation, or translation), selected in consultation with the director of undergraduate studies in the Department of Spanish and Portuguese.
MAJOR IN ROMANCE LANGUAGES

Note that Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish Speaking Students (SPAN-UA 111) does not count toward the major; one of these courses (or equivalent) is a prerequisite for entering the major.

For Spanish as the secondary language, subtract one of the four advanced courses.

**Portuguese as Primary Language**

Requires five courses (20 points) beyond the level of Intermediate Portuguese II (PORT-UA 4), including courses taken in English with writing assignments completed in Portuguese, approved by the director of undergraduate studies in the Department of Spanish and Portuguese.

For Portuguese as the secondary language, subtract one of the five advanced courses.

**Honors in Romance Languages**

To be eligible, a student must spend a minimum of three full semesters in residence at the College of Arts and Science (attendance at NYU Buenos Aires, Florence, Madrid, or Paris counts toward this residence). The student must maintain a cumulative and major GPA of at least 3.65. A Romance languages major who meets these requirements and wishes to pursue a senior honors project should apply to the director of undergraduate studies in the language department of his or her intended faculty adviser.

**COURSES**

For course descriptions and prerequisites, please see under French, Italian, and Spanish and Portuguese in this Bulletin.
Through a broad range of courses in Russian and Czech literature, language, history, film, and culture, the department aims to give students a thorough understanding of part of the Slavic world. Whether in popular lecture courses treating the Russian classics in translation, surveys of modern East European history and politics, or small seminars devoted to the close study of texts and primary sources in the original languages, faculty members are committed to conveying to students the vibrancy of these cultures, which have been and continue to be central to the development of modern Europe.

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.

**Major**

The prerequisite for declaring the major is proficiency in Russian or Czech at or above the Intermediate II level. Students with proficiency in Czech at or above the Intermediate II level must also have proficiency in Russian at or above the Elementary II level. Students who are not Russian heritage speakers and have proficiency above Intermediate II must take at least one Advanced Russian or Advanced Czech course. Heritage speakers with proficiency above Intermediate II must consult with the director of undergraduate studies when declaring the major.

The major in Russian and Slavic studies comprises nine 4-point courses (36 points) completed with a C or better, as follows:

- At least five courses (20 points) must be chosen from the department’s offerings on culture, literature, or language above the level of Intermediate Russian or Czech II or Russian Grammar and Composition II.
- Of the remaining four courses (16 points), some or all may be satisfied (with departmental permission) with courses pertaining to Russian and Slavic studies in other departments and programs.

No course toward the major may be double-counted toward a major in any other department.

The College Core Curriculum’s Cultures and Contexts course on Russia (when offered) can count toward the major with permission from the director of undergraduate studies. Other Core courses taught by faculty in the Department of Russian and Slavic Studies may be accepted, under certain conditions, toward the undergraduate major or minor. Consult the director of undergraduate studies.

Majors can take up to two graduate courses offered by the department with permission from both the director of undergraduate studies and the course instructor.

All Russian majors are strongly encouraged to spend a semester or summer in Russia.
Students with an overall GPA of 3.65 or above and a departmental GPA of 3.65 or above are urged to participate in the departmental honors program. (See “honors program” below.)

**Minor**

The prerequisite for declaring the minor in Russian and Slavic studies is proficiency in Russian or Czech above the Elementary II level. The minor comprises four 4-point courses (16 points) completed with a C or better; Russian Grammar and Composition I and II, and Elementary and Intermediate Russian I and II, do not count toward the minor.

At least 8 points out of the required 16 must be earned by taking courses offered by the Department of Russian and Slavic Studies on culture, literature, or language above the level of Intermediate Russian II or Russian Grammar and Composition II. Up to two courses on topics pertaining to Russian and Slavic studies can be taken in other departments and programs, with departmental permission.

The College Core Curriculum’s Cultures and Contexts course on Russia (when offered) can count toward the Russian and Slavic studies minor with permission from the director of undergraduate studies. Independent study is not open to minors.

The completed minor cannot exempt students from the Core’s Expressive Culture requirement if it contains one or more language courses; it must be composed entirely of content-based courses to satisfy this Core requirement.

**Major and Minor Policies Applying to Transfer Students**

**Major:** To obtain a major in Russian and Slavic studies from NYU, a transfer student must take at least five courses (20 points) in language, literature, or culture in the NYU Department of Russian and Slavic Studies. After consultation with the department, transfer credits in these areas may be used to satisfy some or all of the remaining four courses (16 points) needed to complete this nine-course (36-point) major.

**Minor:** To obtain a minor in Russian and Slavic studies from NYU, a transfer student must take at least two courses (8 points) in language, literature, or culture in the NYU Department of Russian and Slavic Studies. After consultation with the department, transfer credits in these areas may be used to satisfy some or all of the remaining two courses (8 points) needed to complete this four-course (16-point) minor.

**Registration:** After transfer credits have been approved by NYU admissions, students should bring their transcripts to the director of undergraduate studies to arrange a program of study.

**Independent Study and Internships**

Credit for Independent Study (RUSSN-UA 997, 998) is available for Russian and Slavic studies majors only, up to a maximum of 8 points. Credit for Internships (RUSSN-UA 980) is also available for majors only, up to a maximum of 4 points. Consult the director of undergraduate studies for additional requirements.

**Undergraduate Registration for Graduate Courses**

Only Russian and Slavic studies majors will be admitted to graduate courses in the department. A maximum of two graduate courses (8 points)—not taken in the same semester—may be counted toward the major.

**Honors Program**

Students wishing to pursue honors in the major must maintain at least a 3.65 average in all Russian and Slavic studies courses and a 3.65 average overall. Applications for admission to the program should be made to the chair of the department prior to the second semester of the junior year. An honors student must either write a 5,000-word thesis or take four additional courses (16 points) related to the major and selected in consultation with the adviser. A departmental honors committee determines, based on the student’s academic work, whether or not to recommend him or her for an honors degree.
Combined B.A./M.A. Program
The Department of Russian and Slavic Studies offers a five-year track leading to both a B.A. and an M.A. For more information, please contact the director of graduate studies.

COURSES

Elementary and Intermediate Language Courses
All courses from RUSSN-UA 1 through RUSSN-UA 4 meet three times a week. All lower-division Russian language courses are closed to native speakers except Russian Grammar and Composition I and II (RUSSN-UA 5, 6).

Elementary Russian I
RUSSN-UA 1 Offered in the fall. 4 points.
Intended to give beginners a speaking and reading knowledge of the Russian language. Introduces the essentials of Russian grammar and the reading of graded texts, with special emphasis on the acquisition of an idiomatic conversational vocabulary.

Elementary Russian II
RUSSN-UA 2 Prerequisite: Elementary Russian I (RUSSN-UA 1) or equivalent. Offered in the spring. 4 points.
Continuation of beginner-level work.

Intermediate Russian I
RUSSN-UA 3 Prerequisite: Elementary Russian II (RUSSN-UA 2) or equivalent. Offered in the fall. 4 points.
Grammar review, vocabulary building, and drills in spoken Russian.

Intermediate Russian II
RUSSN-UA 4 Prerequisite: Intermediate Russian I (RUSSN-UA 3) or equivalent. Offered in the spring. 4 points.
Vocabulary building, idiomatic expressions, and drills in spoken Russian. Completion of this course satisfies the CAS foreign language requirement.

Russian Grammar and Composition I
RUSSN-UA 5 Prerequisite: basic competence in spoken Russian. Offered in the fall. 4 points.
Designed for students who speak some Russian at home but have virtually no reading and writing skills. Does not satisfy the College Core Curriculum language requirement.

Russian Grammar and Composition II
RUSSN-UA 6 Prerequisite: Russian Grammar and Composition I (RUSSN-UA 5) or basic competence in reading and writing Russian. Offered in the spring. 4 points.

Elementary Czech I and II
RUSSN-UA 201, 202 Offered in the fall and spring, respectively. 4 points per term.

Advanced Language Courses (Russian)
The department’s topical courses in Advanced Russian (RUSSN-UA 107-109) are all repeatable for credit. The following topics are offered on a rotating basis (consult the current schedule of classes):

- Russian film (viewing and discussion of Russian and Soviet films)
- Russian press (reading and discussion of newspaper and magazine articles)
- Readings in Russian literature (reading and discussion of short stories by Russian and Soviet writers)
- Soviet and Russian theatre (reading, viewing, and analysis of Russian dramatic works, with background readings on Russian theatre)
- Social issues in Russian culture (reading and discussion of articles on important social and cultural topics)

Advanced Russian I
RUSSN-UA 107 Prerequisite: Intermediate Russian II (RUSSN-UA 4), Russian Grammar and Composition II (RUSSN-UA 6), or equivalent. Offered in the fall. 4 points.

Advanced Russian II
RUSSN-UA 108 Prerequisite: Intermediate Russian II (RUSSN-UA 4), Russian Grammar and Composition II (RUSSN-UA 6), or equivalent. Offered in the spring. 4 points.

Advanced Russian III
RUSSN-UA 109 Prerequisite: Advanced Russian I or Advanced Russian II (RUSSN-UA 4), Russian Grammar and Composition II (RUSSN-UA 6), or equivalent. Offered in the fall. 4 points.
### Literature and Civilization Courses

All courses are conducted in English unless otherwise noted.

#### Introduction to Russian Literature I
RUSSN-UA 811 Offered regularly. 4 points.
A survey of Russian literature of the 19th century. All works are read in translation.

#### Introduction to Russian Literature II
RUSSN-UA 812 Offered regularly. 4 points.
A survey of Russian literature of the 20th through the 21st century. All works are read in translation.

#### Gogol
RUSSN-UA 828 Offered periodically. 4 points.
A critical examination of the writer's short stories, plays, and unfinished novel *Dead Souls*.

#### Contemporary Central and East European Literature
RUSSN-UA 832 Offered periodically. Borenstein. 4 points.
Novels and short stories from Poland, the former Czechoslovakia, the former Yugoslavia, Albania, and Hungary, primarily from the last 50 years. Authors read (in translation) include Kafka, Kundera, Hrabal, Kosířík, Schulz, Gombrowicz, Kristof, Kadare, Kiš, Pavić, and Ugrešić.

#### Utopia, Apocalypse, and the Millennium
RUSSN-UA 833 Offered periodically. Borenstein. 4 points.
The development of utopianism in literature, philosophy, and political theory, and attempts to put utopian theory into action. The positing of perfect worlds and their relationship to our less-than-perfect reality, anti-utopianism, and the recent resurgence of utopianism and apocalypticism. Readings from Plato, More, Bellamy, Dostoevsky, Marx, Zamyatin, Orwell, Huxley, LeGuin, and Revelation.

#### Chekhov
RUSSN-UA 837 Offered periodically. 4 points.
Major techniques in his short stories, his influence on the development of the Russian and European novella, and close analysis of his drama (*Three Sisters*, *The Cherry Orchard*, and *Uncle Vanya*) and its impact on Russian playwrights and theatre in the 20th century.

#### Dostoevsky
RUSSN-UA 839 Offered periodically. 4 points.
Dostoevsky’s major philosophical and religious concerns as reflected in his works. *Notes from the Underground*, *Crime and Punishment*, *The Idiot*, *The Brothers Karamazov*, and major short stories. Examines his concepts of freedom, history, and Christianity.

#### Theory of the Avant-Garde, East and West, 1890–1930
RUSSN-UA 841 Identical to COLIT-UA 841, ENGL-UA 730. Offered periodically. 4 points.
Topics include cubism, Italian futurism, Russian cubo-futurism, imagism and vorticism, Dadaism, constructivism, and surrealism. Stresses aesthetic, historical, and political interconnections between the Russian avant-garde and the West. Readings are in English, but comparative literature majors are encouraged to read works in the original language.

#### Russian Literature in the Original I
RUSSN-UA 847 Prerequisite: at least one semester of Advanced Russian or near-native fluency in Russian. Offered every year. 4 points.
Prose and poetry. Class discussions and papers are also in Russian.

#### Introduction to Soviet Cinema
RUSSN-UA 850 Offered every year. Iampolski. 4 points.
Examines landmarks of cinematic art and considers the cultural specificity of Russian cinema, questions of cinema and politics, and cinema and the market. Topics include cinema and revolution, cinema as propaganda, the cinema of the Russian avant-garde and constructivism, cinema and totalitarianism, and socialist realism in film.

#### Soviet and Post-Soviet Literature
RUSSN-UA 854 Offered periodically. Lounsbery. 4 points.
An introduction to Russian 20th-century fiction, concentrating on the two periods of greatest cultural ferment: 1920s modernism and late/post-Soviet postmodernism. How literature reflected the failed attempt to put radical Bolshevik theory into everyday practice.

#### Soviet Literature
RUSSN-UA 854 Offered periodically. Lounsbery. 4 points.
An introduction to Russian 20th-century fiction, concentrating on the two periods of greatest cultural ferment: 1920s modernism and late/post-Soviet postmodernism. How literature reflected the failed attempt to put radical Bolshevik theory into everyday practice.
How American slaves and Russian serfs wrote and were written about in the two countries’ literary traditions. Considers the attempts of subjugated people to represent themselves to the dominant culture and the difficulties that members of the dominant culture confronted in writing about people whose experiences were largely inaccessible to them.

20th-Century Russia: Terror, Survival, and Beautiful Dreams
RUSSN-UA 859 Offered periodically. 4 points.
Encompasses the last years of the tsars and the Russian Revolution and utilizes film, literature, visual art, and music. Topics: Lenin and communism; Stalinism; the Second World War; the end of Communism and the transition to capitalism. Considers how a fundamentally humanistic ideology produced one of the most murderous and oppressive regimes of the century and how an international movement became increasingly chauvinistic and nationalistic.

Theories of Symbolic Exchange
RUSSN-UA 860 Offered periodically. 4 points.
Marcel Mauss developed a concept of an alternative, non-market type of economy, based on a nonmonetary exchange of such symbolic values as social recognition, sovereignty, and political participation. Today, this concept has acquired a new relevance in relation to the economy of the Internet. Examines various theories of the symbolic that expand the original Maussian model and encompass multiple aspects of culture.

Russia and the West
RUSSN-UA 861 Offered periodically. 4 points.
Explores the question of the West in Russian history and culture since the 17th century. Studies the intellectual products of Russian interactions with the West—constitutional projects, scientific and economic thought, the Westernizer-Slavophile controversy, and revolutions. Emphasizes the role of reading and translation in the making of cultural models. Concludes with Russian emigration to Europe and the United States.

Tolstoy’s War and Peace
RUSSN-UA 862 Offered periodically. 4 points.
Examines how the text works and the techniques it uses. Also considers the book’s historical context; the sources Tolstoy drew on; its place in his oeuvre and thought; its place in the Russian tradition and in “world” literature; and the various uses (including political and ideological) that have been made of it since its initial publication.

The Unquiet Dead: Imagining the Afterlife in Film and Fiction
RUSSN-UA 870 Offered periodically. 4 points.
Literary and cinematic treatments of vampires, ghosts, zombies, and posthumous narrators. Considers the political and ideological deployment of afterlife narratives, investigating questions of cultural and sexual purity, collective guilt, and socioeconomic anxiety. Engages both the folklore and fiction of the Slavic world and contemporary American reinterpretations.

19th Century Realism: The Case of Russia
RUSSN-UA 871 Offered periodically. 4 points.
Examines competing literary representations of urban and rural spaces in Russian realism as a platform for exploring the era’s major cultural and ideological debates. Writers developed widely divergent ideas of Russia and Russianness, from peasant misery and urban squalor to hopeful views of civilized and forward-thinking cities. Readings from Gogol, Turgenev, Dostoevsky, and Tolstoy, and works of music and visual art.

Internship and Independent Study Courses
Open only to students majoring in the department.

Internship
RUSSN-UA 980 1 to 6 points per term.
Native speakers of Russian may work with Russian language students and assist language instructors. A maximum of 4 points of internship may be counted toward the major (not toward the minor). Consult the director of undergraduate studies for further details. Internship credit in other settings and organizations requires a description of duties and approval of the director of undergraduate studies, as well as a final paper.

Independent Study
RUSSN-UA 997, 998 2 to 4 points per term.
A maximum of 8 points of independent study may be counted toward the major (not toward the minor). Before registering, students must submit a one-page typed description of the proposed project to the director of undergraduate studies and the proposed faculty sponsor.
MINOR IN

Science and Society

Science and society is a rich, inherently cross-disciplinary minor, drawing on the course offerings and faculty expertise of the College of Arts and Science, the Gallatin School of Individualized Study, the Steinhardt School of Culture, Education, and Human Development, and the NYU Tandon School of Engineering. The minor analyzes how the techniques and methodologies of the humanities and social sciences can be used to illuminate both the context and content of science, technology, and medicine. Drawing upon history, philosophy, anthropology, and sociology, students investigate how culture and society frame—and, indeed, are themselves framed by—science, technology, and medicine.

The current influence of scientific, technological, and medical issues on our lives is unprecedented, altering our notions of race, health, responsibility, ownership, ethics, aesthetics, and self. We are therefore obliged to understand these critical interactions with a view to understand, and intervene in, the world. The types of questions this minor poses include: How has gene patenting affected both the content and conduct of molecular biology, as well as intellectual property law? What is the relationship between the mathematical descriptions that physicists employ and the nature of physical phenomena? What are the ethical and political issues involved in human embryonic stem cell research? How do machines shape aesthetics? What, if anything, is the difference between a machine and a human? How does nature have a history?

This minor serves as an enlightening complement to pre-health studies, pre-law studies relevant to intellectual property, biotechnology, and environmental and healthcare studies. It also provides a potent training to those interested in pursuing advanced degrees in the history, philosophy, sociology, or anthropology of science, technology, or medicine.

PROGRAM

Minor

The minor in science and society requires four 4-point courses (16 points) completed with a grade of C or better (pass/fail does not count). All students must take the core course, Introduction to Science and Society (HIST-UA 66), and then choose three other courses from an approved list posted on the minor website. Many courses in the minor fall into one of the following four clusters: technology, physics, biology/prehealth, and environmental sciences. Students are strongly encouraged, however, to be creative and challenge themselves to think in ways other than those that are strictly categorical. For example, a student interested in understanding the difference between the natural and the artificial might take the following three elective courses in addition to the required Introduction to Science and Society course: Philosophy of Biology; Humans, Machines, and Aesthetics; and Nature and Technology in Modern America.

Students are strongly encouraged to take courses in the various NYU schools contributing to the minor. This will expose them to a plethora of diverse pedagogical experiences and greatly enhance co-learning. All CAS students may apply 16 points taken in the other schools of NYU toward their degree. Students seeking to raise this limit so as to accommodate the course work for the minor in science and society must file a petition in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

Courses taken in the other schools of NYU do not count toward the 64 point residency requirement in CAS (-UA) courses for internal and external transfers to the College.
MINOR IN SCIENCE AND SOCIETY

COURSES

Core Course

Introduction to Science and Society
HIST-UA 66 Formerly HIST-UA 94. Required for the minor. Offered in the spring. Jackson. 4 points.
Provides a background to the plethora of techniques proffered by the humanities and social sciences in studying the history of science, technology, and medicine. Topics include: Christian Aristotelianism, the rise of experimentation and the Scientific Revolution, Enlightenment science, Darwin’s theory of evolution and the church, eugenics in 20th-century America, machines and humans during the 19th and 20th centuries, historical explanations of disease, gene patenting, race and genes, and the history of HIV/AIDS.

Elective Courses

CAS students may apply 16 points taken in the other schools of NYU toward their degree. Students seeking to raise this limit so as to accommodate the course work of the minor in science and society must file a petition in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions. Note that courses taken in the other schools of NYU do not count toward the 64 point residency requirement in CAS (-UA) courses for internal and external transfers to the College.

For course descriptions and prerequisites, please consult departmental websites and school Bulletins.

ANTHROPOLOGY

Medical Anthropology
ANTH-UA 35 4 points.

Global Biocultures: Anthropological Perspectives on Public Health
ANTH-UA 36 4 points.

COMPUTER SCIENCE

Computers in Society
CSCI-UA 1 4 points.

Artificial Intelligence
CSCI-UA 472 4 points.

ENVIRONMENTAL STUDIES

History of Ecology and Environmentalism
ENVST-UA 425 4 points.

FIRST-YEAR SEMINAR PROGRAM

Disease in American History
FYSEM-UA 418 4 points.

HISTORY

Environmental History of the Early Modern World
HIST-UA 115 4 points.

Premodern Science
HIST-UA 135 4 points.

History of Medicine
HIST-UA 158 4 points.

History of Western Medicine
HIST-UA 202 4 points.

History of Sexuality and Reproduction
HIST-UA 401 4 points.

Topics: Science, Religion, and the Humanities Since Darwin
HIST-UA 443 4 points.

Food and Drugs in Chinese History
HIST-UA 547 4 points.

Topics: Controversies and Debates in Public Health
HIST-UA 569 4 points.

Topics: American Environmental History
HIST-UA 750 4 points.

JOURNALISM

Journalism and Society: Covering the Earth
JOUR-UA 503 4 points.

PHILOSOPHY

Minds and Machines
PHIL-UA 5 4 points.

Medical Ethics
PHIL-UA 50 4 points.

Ethics and the Environment
PHIL-UA 53 4 points.

Philosophy of Mind
PHIL-UA 80 4 points.

Philosophy of Science
PHIL-UA 90 4 points.

Philosophy of Biology
PHIL-UA 91 4 points.
MINOR IN SCIENCE AND SOCIETY

SOCIOLOGY

Sociology of Medicine
SOC-UA 414 4 points.

Topics: Young Adult Health
SOC-UA 935 4 points.

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Disease and Civilization
IDSEM-UG 1059 4 points.

The Darwinian Revolution
IDSEM-UG 1156 4 points.

Origins of the Atomic Age
IDSEM-UG 1207 4 points.

The Trial of Galileo
IDSEM-UG 1231 4 points.

Philosophy of Medicine
IDSEM-UG 1294 4 points.

Ecology and Environmental Thought
IDSEM-UG 1298 4 points.

Rethinking Science
IDSEM-UG 1328 4 points.

Foucault: Biopolitics and the Care of the Self
IDSEM-UG 1339 4 points.

Understanding the Universe
IDSEM-UG 1516 4 points.

Biology and Society
IDSEM-UG 1519 4 points.

Lives in Science
IDSEM-UG 1532 4 points.

The Seen and Unseen in Science
IDSEM-UG 1534 4 points.

Science and Religion
IDSEM-UG 1541 4 points.

Science and Theatre
IDSEM-UG 1551 4 points.

History of Environmental Science
IDSEM-UG 1566 4 points.

Humans, Machines, and Aesthetics
IDSEM-UG 1571 4 points.

Energy
IDSEM-UG 1575 4 points.

Nature, Resources, and the Human Condition
IDSEM-UG 1602 4 points.

Science and Culture
IDSEM-UG 1652 4 points.

The Green Dream
IDSEM-UG 1703 4 points.

The Artificial and the Natural
IDSEM-UG 1720 4 points.

Quantification and Social Thought
IDSEM-UG 1760 4 points.

Minds and Bodies: A History of Neuroscience
IDSEM-UG 1801 4 points.

Darwin’s Origin of the Species
IDSEM-UG 1814 2 points.

Genetics and Society
IDSEM-UG 1832 2 points.

Music and Science
IDSEM-UG 1833 2 points.

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

Food and Agriculture in the 20th Century
FOOD-UE 1033 3 points.

Food and Nutrition in a Global Society
FOOD-UE 1180 4 points.

Science in the Community
LIBAR-UE 141 4 points.

Disability, Technology, and Media
MCC-UE 1026 4 points.

On the Phone: Telephone and Mobile Communication Technology
MCC-UE 1036 4 points.

Visual Culture of Science and Technology
MCC-UE 1411 4 points.

Food Science and Technology
NUTR-UE 1184 3 points.

Health and Society: Introduction to Public Health
PUHE-UE 70 4 points.

Introduction to Public Health Nutrition
PUHE-UE 1315 4 points.

Environmental Health, Social Movements, and Public Policy
PUHE-UE 1323 4 points.
## MINOR IN SCIENCE AND SOCIETY

### NYU TANDON SCHOOL OF ENGINEERING

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Heat Engines to Black Holes</td>
<td>HI-U 2254</td>
<td>4 points.</td>
</tr>
<tr>
<td>The History of Light</td>
<td>HI-U 3244</td>
<td>4 points.</td>
</tr>
<tr>
<td>Space and Spacetime</td>
<td>PL-U 2274</td>
<td>4 points.</td>
</tr>
<tr>
<td>Quantum Mechanics and Information</td>
<td>PL-U 2294</td>
<td>4 points.</td>
</tr>
<tr>
<td>Philosophy of Science</td>
<td>PL-U 3254</td>
<td>4 points.</td>
</tr>
<tr>
<td>Physics, Information, and Computation</td>
<td>PL-U 3264</td>
<td>4 points.</td>
</tr>
<tr>
<td>Relativity and Spacetime</td>
<td>PL-U 3284</td>
<td>4 points.</td>
</tr>
</tbody>
</table>

### Introduction to Science and Technology Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS-U 1002-A</td>
<td>2 points.</td>
</tr>
</tbody>
</table>

### Science, Technology, and Society

<table>
<thead>
<tr>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS-U 2004-A</td>
<td>4 points.</td>
</tr>
</tbody>
</table>

### Science and Sexuality

<table>
<thead>
<tr>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS-U 2224</td>
<td>4 points.</td>
</tr>
</tbody>
</table>

### Magic, Medicine, and Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS-U 2444</td>
<td>4 points.</td>
</tr>
</tbody>
</table>

### The Rhetoric of Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS-U 2624</td>
<td>4 points.</td>
</tr>
</tbody>
</table>

### Seminar in Science and Technology Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS-U 3004</td>
<td>4 points.</td>
</tr>
</tbody>
</table>

### Science and Difference

<table>
<thead>
<tr>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS-U 3204</td>
<td>4 points.</td>
</tr>
</tbody>
</table>

### Hypermedia in Context

<table>
<thead>
<tr>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS-U 3434</td>
<td>4 points.</td>
</tr>
</tbody>
</table>

### Science and Technology in the Literary Sphere

<table>
<thead>
<tr>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS-U 3624</td>
<td>4 points.</td>
</tr>
</tbody>
</table>
Self-Designed Honors Major

Students in the College of Arts and Science (CAS) can apply to craft and complete a self-designed honors major, rather than one of the existing majors in the College. This major enables a small number of very capable and highly motivated students to pursue a plan of study that brings together courses from more than one CAS department or program. During their sophomore year, students compose their academic plan for the major in consultation with their two faculty advisers for their self-designed program of study as well as with the associate director of interschool programs and the director of college honors, who serves as the director of undergraduate studies. By spring of the sophomore year, the plan of study must be submitted to and approved by the College’s honors committee.

The self-designed honors major differs from the individualized major that the Gallatin School offers in several ways:

• These two NYU schools have distinct admissions criteria, general education curricula, and other requirements.
• This CAS major serves students who can realize their interdisciplinary goals within CAS (except for the 16 credits of non-CAS courses that CAS already permits), whereas Gallatin students draw heavily on courses from several NYU schools.
• This CAS major is an honors major, which has prerequisites for entry (e.g., 3.75 GPA; students must maintain a 3.65 GPA to remain in the major) and entails a heavy commitment to honors-level work, including independent research under faculty supervision.

Freshmen and sophomores in CAS who are considering the self-designed honors major should contact the College Advising Center (Silver Center, Room 905, 212-998-8130) to schedule an initial advising appointment with the associate director of interschool programs.
The Department of Social and Cultural Analysis (SCA) is interdisciplinary in nature, integrating topics from the humanities with methodologies from the social sciences. SCA houses the programs in Africana studies, American studies, Asian/Pacific/American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Students who major in social and cultural analysis choose courses from these program areas in SCA and create an individualized concentration.

Students have the opportunity to combine cutting-edge scholarship with real world events and practices. Its faculty and students explore 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 relationships are affected by such modern global developments as intensified urbanization, increased transnational exchange, and proliferating diasporic populations.

### Major

The social and cultural analysis major requires nine 4-point courses (36 points) completed with a grade of C or better.

Two introductory courses—may be taken in either order:

- Social and Cultural Analysis 101 (SCA-UA 101)
- One of the following, linked to the student’s area of focus (CORE-UA classes must be taught by SCA faculty):
  - Approaches to American Studies (SCA-UA 201)
  - Intersections: Race, Gender, and Sexuality in U.S. History (SCA-UA 230)
  - Approaches to Gender and Sexuality Studies (SCA-UA 401)
  - Approaches to Metropolitan Studies (SCA-UA 601)
  - Cultures and Contexts: Africa (CORE-UA 505)
  - Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529)
  - Cultures and Contexts: The African Diaspora (CORE-UA 532)
  - Cultures and Contexts: The Black Atlantic (CORE-UA 534)
  - Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539)

Six elective courses:

- Six designated social and cultural analysis electives, four of which must be taught by SCA faculty.
- SCA Theory and Practice: The Internship Program (SCA-UA 42) is no longer required, but is highly recommended and can count as an elective; one language course can count as an elective if taught by SCA faculty.
One research course:
- Advanced Research Seminar (SCA-UA 90)

Minor
Five 4-point courses (20 points) completed with a grade of C or better are required for the minor in social and cultural analysis. Students must take the following introductory course: Social and Cultural Analysis 101 (SCA-UA 101), plus four designated social and cultural analysis electives, which must be taught by SCA faculty. One language course can count as an elective if taught by SCA faculty.

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

Policy on Double Counting of Courses
Majors may share (double count) two courses with a second major, with permission from the other department/program.

Minors may share (double count) one course with a major or a second minor, with permission from the other department/program.

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

COURSES

Introductory Core
Social and Cultural Analysis 101
SCA-UA 101 Offered every year. 4 points.
Introduces theories, methods, and political trajectories central to the Department of Social and Cultural Analysis (SCA). SCA addresses how individuals and populations structure their worlds and navigate the resulting social, cultural, and political terrain. It privileges scholarly work with an intersectional approach, drawing on theoretical insights from such fields as social geography, feminism and queer studies, ethnic studies, urban and metropolitan studies, critical race theory, labor studies, and cultural studies.

For the second introductory course required of SCA majors, consult the list under “program of study” (or the SCA website).

Research Core
Advanced Research Seminar
SCA-UA 90 Prerequisite: Social and Cultural Analysis 101 (SCA-UA 101), or SCA-UA 102, or SCA-UA 201, or SCA-UA 301, or SCA-UA 401, or SCA-UA 501, or SCA-UA 601, or CORE-UA 505, or CORE-UA 529, or CORE-UA 532, or CORE-UA 534, or CORE-UA 539. Offered every semester. 4 points.
Students write a 20-25 page research paper with a focus on a specific research method. Topics vary by semester; see Albert for details.
Honors Program

Senior Honors Seminar
SCA-UA 92 Prerequisites: 3.65 GPA or higher (both overall and in the major), either Social and Cultural Analysis 101 (SCA-UA 101) or Concepts in Social and Cultural Analysis (SCA-UA 1), one of the following: SCA-UA 2-8, or SCA-UA 201, or SCA-UA 230, or SCA-UA 401, or SCA-UA 601, or CORE-UA 505, or CORE-UA 529, or CORE-UA 532, or CORE-UA 534, or CORE-UA 539, and permission of the department. Offered every fall. 4 points.

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

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

SCA Theory and Practice: The Internship Program
SCA-UA 42 Requires ten hours a week of fieldwork. 4 points.

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

Elective Courses
The following courses count as faculty electives for SCA majors and minors. See the program sections in this Bulletin for course descriptions and prerequisites.
Topics in American Studies  
SCA-UA 280 Offered every year. 4 points.

ASIAN/PACIFIC/AMERICAN STUDIES

Asian American Literature  
SCA-UA 306 4 points.

History and Literatures of the South Asian Diaspora  
SCA-UA 313 Identical to ENGL-UA 721, HIST-UA 326. Offered every year. 4 points.

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

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

Reading Race and Representation  
SCA-UA 368 4 points.

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

The Immigrant Imagination  
SCA-UA 371 4 points.

Critical Indigenous Theory and Settler Colonialism  
SCA-UA 372 4 points.

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

GENDER AND SEXUALITY STUDIES

Sex and the City  
SCA-UA 420 4 points.

Queer Cultures  
SCA-UA 450 4 points.

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

Transnational Feminism  
SCA-UA 474 4 points.

Queer Histories  
SCA-UA 475 4 points.

Topics  
SCA-UA 481 4 points.

Queer Literature  
SCA-UA 482 4 points.

Medieval Misogyny  
SCA-UA 488 Prerequisite: one English course, one gender and sexuality studies course, or permission of the instructor. 4 points.

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

LATINO STUDIES

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

The Latinized City: Latinas and Latinos in New York City  
SCA-UA 540 4 points.

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

Latino Politics  
SCA-UA 542 Offered every fall. 4 points.

Latina Feminist Studies  
SCA-UA 548 4 points.

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

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

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

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

Nationalism and Development in U.S. Literature, 1850 to 1950  
SCA-UA 568 4 points.

Caribbean Women Writers  
SCA-UA 570 4 points.

Postmodern Travel Fictions  
SCA-UA 572 4 points.

METROPOLITAN STUDIES

Cities in a Global Context  
SCA-UA 602 4 points.

Urban Cultural Life  
SCA-UA 608 4 points.

Law and Urban Problems  
SCA-UA 610 4 points.

Community Empowerment  
SCA-UA 613 4 points.

Gender in the Urban Environment  
SCA-UA 621 4 points.

New York City in Film  
SCA-UA 623 4 points.
Landscapes of Consumption  
SCA-UA 625 4 points.

Cinema and Urbanism  
SCA-UA 626 4 points.

Urban Environmentalism  
SCA-UA 631 4 points.

Climate Change and Environmental Justice  
SCA-UA 632 4 points.

Urban and Suburban  
SCA-UA 633 4 points.

Topics in Metropolitan Studies  
SCA-UA 680 Offered every year. 4 points.

Language Courses  
One Asian/Pacific/American studies or Africana studies language course can count as an elective toward the major if taught by SCA faculty.

Elementary Swahili I, II  
SCA-UA 121, 122 4 points per term.

Intermediate Swahili I, II  
SCA-UA 123, 124 4 points per term.

Elementary Yoruba II  
SCA-UA 183 4 points per term.

Elementary Filipino I, II  
SCA-UA 321, 322 Offered every year. 4 points per term.

Intermediate Filipino I, II  
SCA-UA 323, 324 Offered every year. 4 points per term.

Elementary Cantonese I, II  
SCA-UA 331, 332 Offered every year. 4 points per term.

Intermediate Cantonese I, II  
SCA-UA 333, 334 Offered every year. 4 points per term.
The discipline of sociology and the sociology major at NYU examine how our individual lives are embedded in families, groups and social networks, neighborhoods and schools, organizations and institutions. Sociologists focus on the ways in which our own biographies are influenced and constrained by broader social, political, and economic forces which can be very localized, but are increasingly global in scale.

We study sociology to understand the social world and to create change that will make it a better place. It is a discipline that gives students the tools to think critically about public issues of the day and to analyze many different kinds of evidence about the world that surrounds us. It pushes students to see the world differently, and to look beyond individuals to see the ways in which power, inequality, and social hierarchies operate beneath the surface of everyday life.

### Major in Sociology

The sociology major consists of nine 4-point courses (36 points) completed with a grade of C or better, as follows:

- One introductory course chosen from the following:
  - Introduction to Sociology (SOC-UA 1)
  - Introduction to Sociology: Honors (SOC-UA 2)
  - Sociological Theory (SOC-UA 111)
  - Research Methods (SOC-UA 301)
  - Statistics for Social Research (SOC-UA 302), or either Advanced Placement (AP) credit in statistics or a comparable statistics course with approval of the director of undergraduate studies.

- Senior thesis. One of the following two courses:
  - Research Capstone (SOC-UA 940 or 941)
  - Senior Honors Research Seminar (SOC-UA 950)

- Four SOC-UA electives. Students may substitute up to two social science courses taken in other departments with the approval of the director of undergraduate studies.

Of the nine courses required for the major, transfer students must take at least five (20 points) in the College of Arts and Science.

### Major in Global Public Health/Sociology

This major draws on the Department of Sociology’s strength in theoretical creativity and substantive empirical research on important social issues. Global public health/sociology graduates may go on to a diverse array of careers in law, health, public administration, and social service, as well as further graduate study in sociology, public health, or related disciplines. It requires fifteen 4-point courses (60 points) completed with a grade of C or better, as follows.
Global public health requirements (seven courses/28 points):
- Health and Society in a Global Context (UGPH-GU 10)
- Biostatistics for Public Health (UGPH-GU 20)
- Epidemiology for Global Health (UGPH-GU 30)
- Health Policy in a Global World (UGPH-GU 40)
- Environmental Health in a Global World (UGPH-GU 50)
- Undergraduate Global Public Health Internship (UGPH-GU 60)
- One foreign language course above the intermediate two level (4 points). To satisfy the requirement, students may also use AP or other advanced standing credit that is equivalent to completion of one course above intermediate two. Alternatively, they may take an NYU language placement exam and place into the second course above intermediate two.

Sociology requirements (four courses/16 points):
- Introduction to Sociology (SOC-UA 1)
- Sociological Theory (SOC-UA 111)
- Research Methods (SOC-UA 301)
- Advanced Seminar in Sociology (SOC-UA 934)

Sociology electives (two courses/8 points), to be chosen from:
- Sex and Gender (SOC-UA 21)
- Race and Ethnicity (SOC-UA 135)
- Wealth, Power, Status: Inequality in Society (SOC-UA 137)
- Social Policy in Modern Societies (SOC-UA 313)
- Sociology of Medicine (SOC-UA 414)
- The Family (SOC-UA 451)
- Immigration (SOC-UA 452)
- Cities, Communities, and Urban Life (SOC-UA 460)

Combined major electives (two courses/8 points):
- Two additional electives in GPH and/or sociology, by advisement.

For descriptions of GPH (UGPH-GU) courses and for all policies applying to the major (including those for transfer students), please see the global public health section of this Bulletin.

Minor
The sociology minor consists of four 4-point courses (16 points): one introductory course (as above), plus three other courses in sociology. Students must earn grades of C or better in their minor courses. Of the four courses required for the minor, transfer students must take at least two (8 points) in the College of Arts and Science.

Honors Program
Students with at least a 3.65 GPA both overall and in the major (or who have permission of the director of undergraduate studies) may elect to participate in our honors program.

In the fall of senior year, honors students register for the first term of Senior Honors Research Seminar (SOC-UA 950) to develop and structure their research projects. The faculty member teaching the course assists students in finding faculty thesis advisers. In the spring of senior year, honors students take the second term of Senior Honors Research Seminar (SOC-UA 951) and work under the supervision of their selected adviser. One semester of the Honors Research Seminar sequence may substitute for one of the two advanced seminars required for the old major, or for the Capstone Seminar requirement of the new major.
Courses are open to all interested students, and have no prerequisites unless otherwise specified.

**Introduction to Sociological Analysis Cluster**

**Introduction to Sociology**
SOC-UA 1  Offered every semester. 4 points.
Survey of the field: its basic concepts, theories, and research orientation. Provides the student with insights into the social factors in human life. Topics include social interaction, socialization, culture, social structure, stratification, political power, deviance, social institutions, and social change.

**Introduction to Sociology: Honors**
SOC-UA 2  Offered every two years. 4 points.
Sociological vs. common-sense understandings of the world. Exposes students to the intellectual strategies at the center of modern sociology, as well as the discipline’s historical development. Addresses the human condition: where we came from, where we are, where we are headed, and why. Same topics as SOC-UA 1, but more intensive.

**Methods of Inquiry Cluster**

**Research Methods**
SOC-UA 301  Offered every semester. 4 points.
Studies relationship between the sociological question addressed and the method employed. Topics: survey design and analysis, unobtrusive measures, historical sociology, interviews, content analysis, and participant observation. Introduction to quantitative data processing.

**Statistics for Social Research**
SOC-UA 302  Satisfies College Core Curriculum requirement in Quantitative Reasoning. Only one of these courses—ECON-UA 18, MATH-UA 12, PSYCH-UA 10, and SOC-UA 302—can be taken for credit. Offered every semester. 4 points.

**Sociological Theory**

**Sociological Theory**
SOC-UA 111  Prerequisite: one previous course in sociology, junior standing, or permission of the instructor. Offered every semester. 4 points.
Detailed analysis of the writings of major social theorists since the 19th century in both Europe and America. Theorists study may include: Tocqueville, Marx, Durkheim, Weber, Simmel, Freud, Mead, Parsons, Merton, Goffman, Habermas, Giddens, Foucault, Bourdieu, or others.

**Law, Deviance, and Criminology Cluster**

**Law and Society**
SOC-UA 413  Identical to LWSOC-UA 1.  
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**
SOC-UA 502  Identical to LWSOC-UA 502.  
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**
SOC-UA 503  Identical to LWSOC-UA 503.  
Offered every year. 4 points.
The making of criminal laws and their enforcement by police, courts, prisons, probation and parole, and other agencies. Criminal behavior systems, theories of crime and delinquency causation, victimization, corporate and governmental crime, and crime in the mass media. Policy questions.

**Sex, Gender, and the Family Cluster**

**Sex and Gender**
SOC-UA 21  Offered every year. 4 points.
What forms does gender inequality take, and how can it best be explained? How and why are the relations between women and men changing? What are the most important social, political, and economic consequences of this “gender revolution”? Examines a range of theories about gender in light of empirical findings about women’s and men’s behavior.
Sex and Love in Modern Society
SOC-UA 23 Offered every three years. 4 points.
Topics: dating and romantic relationships; relational and casual sex; contraception and unintended pregnancy; heterosexual, gay, lesbian, and bisexual sexualities; cultural attitudes toward sexuality; and changing meanings of marriage. Students engage with research on the topic and learn how social scientists draw conclusions from data analysis.

The Family
SOC-UA 451 Offered every year. 4 points.
Topics: What is the relationship between family life and social arrangements outside the family (in the workplace, the economy, the government)? How is the division of labor in the family related to gender, age, class, and ethnic inequality? Why and how have families changed historically? What are the contours of contemporary American families, and why are they changing?

Sexual Diversity in Society
SOC-UA 511 Offered every year. 4 points.
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 law.

Groups and Inequalities Cluster
Social Networks
SOC-UA 131 4 points.
Social life in its different forms, from the delicate equilibrium of triadic relation to the chaotic dynamic of a crowd, emerges from the interdependent behavior of multiple actors. Studying the web of relationships in which individuals and groups are embedded leads to understanding of important collective dynamics (such as interpersonal influence, social diffusion, the origin of social norms, group cohesion and intergroup conflict, political participation, and market exchange).

Race and Ethnicity
SOC-UA 135 Offered every year. 4 points.
The social meaning of the concept “race.” Theories on sources of prejudice and discrimination.

Considers the changing place of minority groups in the stratification structure, cultural patterns of various minority groups, acculturation and assimilation, social consequences of prejudice, and theories and techniques relating to the decline of prejudice and discrimination.

Blacks in American Society
SOC-UA 136 Offered every two years. 4 points.
Topics include: why economic and political progress for African Americans seems to coincide with certain historical events (such as war); how African Americans found a way to resist over 300 years of racial oppression to demand rights collectively; and how early patterns of economic, social, and political inequality contribute to contemporary patterns of inequality in wealth and access to power and privilege.

Wealth, Power, Status: Inequality in Society
SOC-UA 137 Offered every two years. 4 points.
Topics include: 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-socialist societies.

Immigration
SOC-UA 452 Offered every two years. 4 points.
After a brief historical study of immigration trends, focuses on the causes and processes of contemporary international migration; the economic incorporation of new immigrants into the U.S. economy; the participation and impact of immigrants on the political process; the formulation and practice of immigration law; and the construction of new racial, ethnic, class, gender, and sexual identities.

Political and Economic Sociology Cluster
Social Policy in Modern Societies
SOC-UA 313 Offered every two years. 4 points.
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. Developments in social policies and an assessment of their applicability to the American welfare state and those of other societies.
Economy and Society
SOC-UA 384 Offered every two years. 4 points.
Sociological perspectives on economic behavior. How economic concepts are socially constructed and culturally and historically specific. Difficult questions: Can we negotiate and purchase intimacy, love, or friendship? What is the relationship between money and morality?

American Capitalism in Theory and Practice
SOC-UA 386 Offered every two years. 4 points.
How capitalist democracy affects the distribution of goods, rights, and powers. Asks whether capitalist markets are efficient and whether market outcomes serve the ends of democracy and justice. Explores how efficiency can conflict with justice and how just institutions can in turn have a beneficial impact on efficiency.

Capitalism and Democracy
SOC-UA 388 Offered every two years. 4 points.
Is there a deep mutuality between capitalism and liberal democracy, or are market institutions and their effects corrosive to the culture and the practice of democratic politics? We assess arguments on both sides and examine both the historical record of the capitalism-democracy relationship and its current dynamics.

Politics, Power, and Society
SOC-UA 471 Offered every two years. 4 points.
Topics include the iron law of oligarchy, theoretical and empirical considerations of democracy, totalitarianism, mass society theories, voting and political participation, the political and social dynamics of advanced and developing societies, and the political role of intellectuals.

Terrorism and Political Violence in the Modern World
SOC-UA 474 Offered every two years. 4 points.
How and for what purposes has the idea of "terrorism" been conceptualized and used by politicians, journalists, and scholars? How have scholars attempted to explain terrorism and political violence? Why and under what conditions does collective violence and terrorism in particular seem to arise? Are terrorism or other forms of political violence ever justified? And does terrorism or violence actually work? To answer these questions, we will examine a wide range of historical cases of terrorism and political violence in the modern world.

Education, Art, Religion, Culture, and Science Cluster

Sociology of Medicine
SOC-UA 414 Offered every two years. 4 points.
Why do health and illness vary by class and race? Do early life experiences affect one’s chances of being ill as an adult? How large a role does health care play in influencing health disparities? How has the profession of medicine changed over time? How can we improve the quality of health care that hospitals provide? Utilizes a case-based approach.

Education and Society
SOC-UA 415 Offered every two years. 4 points.
Considers such educational ideas as IQ, merit, curriculum, tracking, and learning, as well as the bureaucratic organization of education. 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 Culture
SOC-UA 431 4 points.
What is culture? Ideas floating in our head? Ways of acting? And where do cultures come from? How do they affect our world? Topics: the role of power relations in culture, as well as the possibility for creativity and ways of challenging power; how cultural industries are organized; and how sub-cultures provide alternative ways for people to imagine their world.

Religion and Society
SOC-UA 432 4 points.
Examines the relationship between religion and society, not the ultimate truth of any particular religion or religion in general. What is religion? How is it related to other institutions in society, like science and politics? Is terrorism a natural result of some religions? What do people gain from being religious? How do religions change over time?

Sociology of Music, Art, and Literature
SOC-UA 433 Offered every two years. 4 points.
Production, distribution, and consumption of music, art, and literature in their social contexts.

Urban Communities, Population, and Ecology Cluster

The American Ghetto
SOC-UA 139 Offered every two years. 4 points.
Psychological, social, ecological, and political/economic approaches to: evolving forms of urban inequality; the contested meaning of localism;
production and consumption of urban culture; immigration; segregation and ghettoization; suburbanization, fragmentation, and sprawl; environmental injustice; insecurity related to disasters and perceived health crises; and unchecked metropolitan growth.

The Social Challenges of Climate Change
SOC-UA 454 Offered every two years. 4 points.
Core themes: communication and cognition, cultural values and material consumption, politics and persuasion, mitigation and adaptation, economics and social justice, power and social movements, and the possibility of creating new, more sustainable ways of living on earth. Examines Superstorm Sandy and its aftermath, focusing on how to rebuild a more resilient city and region in anticipation of more extreme weather events.

Cities, Communities, and Urban Life
SOC-UA 460 Identical to SCA-UA 760. Offered every year. 4 points.
Historical development of American cities and ongoing processes of urban community life. Are cities sites of individual opportunity and rich communal life, or 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?

Senior Thesis Course Cluster
Research Capstone Seminar
SOC-UA 940, 941 Required for all majors not taking the Senior Honors Research Seminar. Prerequisite: Research Methods (SOC-UA 301). Offered every semester. 4 points.
A one-semester seminar to develop an independent research project, conduct original research, and prepare a research paper summarizing the results.

Senior Honors Research Seminar
SOC-UA 950, 951 Required for all honors students. Offered in fall and spring respectively. 4 points per term.
Year-long seminar that provides support for honors students in researching, designing, and completing substantial thesis projects.

Topics Course Cluster
Topics in Sociology
SOC-UA 970, 971 Offered every year. 4 points per term.
Topics vary. Please consult the department for current content.

Independent Study
Independent Study
SOC-UA 997, 998 Prerequisite: permission of the department. 2 or 4 points per term.
Intensive research under the supervision of a department faculty member. Students participating in an internship may petition the Department of Sociology to receive independent study credit; please refer to the petition guidelines on the “independent study/internship information” page at the department’s website.

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. These can substitute for required sociology elective courses for majors or minors.
MINOR IN

South Asian Studies

The minor in South Asian studies, which is administered by the Department of History, provides students with a broad comparative perspective on South Asia and the opportunity for greater concentration in a specific topic of interest or geographic locale. Students have many choices of courses and course combinations. They can choose, for example, to study a language and its literature, explore aspects of the colonial and postcolonial histories of South Asia, investigate the art and architecture of the region, explore contemporary political dynamics, analyze literary forms and cinema, or track the South Asian diaspora. The course of study at Washington Square encompasses a range of disciplines, including anthropology, art history, history, literature, political science, and two modern languages (Hindi and Urdu). Through a consortial exchange program with Columbia University, students may also study one of the region's many modern or classical languages.

PROGRAM

Minor

The minor in South Asian studies requires four 4-point courses (16 points) chosen in close consultation with the South Asian studies faculty adviser. Students must declare the minor and consult the adviser before completing their course requirements. Students can pursue three broad areas of concentration:

Track A: Language and Literature
This track provides students with a solid foundation in a modern Indian language. Students must complete a four-semester sequence in either Hindi or Urdu. These courses may also be used to satisfy the CAS foreign language requirement.

Track B: History, Culture, and Politics
This track fosters a broad interdisciplinary perspective on South Asia. All four courses must be non-language courses.

Track C: Culture and Language
This track combines Tracks A and B. Students must take two language courses at the intermediate level or advanced level, plus two non-language South Asian studies courses. Language courses taken in Track C may also be used to satisfy the CAS foreign language requirement.

Policies Applying to the Minor

All courses for the minor must be completed with a grade of C or better (Pass/Fail does not count).

One College Core Curriculum Cultures and Contexts course on South Asia may be counted toward the non-language minor requirement (in tracks B and C).

The South Asian studies faculty adviser determines the eligibility of courses taught by NYU South Asian faculty which are not currently on the minor course list.

One course taken in a study away program can be counted, with the faculty adviser’s approval, after examining the syllabus and other documents related to that course, which students must provide.

For students who matriculate in CAS as freshmen, at least three of the four courses must be completed at NYU. Transfer students may be allowed to count up to two transfer courses toward the minor (upon review and approval of faculty adviser); they must always complete two courses for the minor at NYU.

With prior approval, one independent study course can count toward the minor.
MINOR IN SOUTH ASIAN STUDIES

One course can automatically double count for the South Asian minor and another major/minor, and two courses can be considered by student petition. Other majors and minors may have stricter policies on double counting of courses; students must check with their other departments.

The minor does not satisfy either Societies and the Social Sciences or Expressive Culture in the College Core Curriculum.

COURSES

This list is subject to change, and course offerings may vary by semester. Students should consult departmental websites and school Bulletins for course descriptions and prerequisites.

ANTHROPOLOGY
State and Society in South Asia
ANTH-UA 104 4 points.

Rediscovering Caste and Race: Crossroads of Culture, Power, and History
ANTH-GA 3396 4 points.

ART HISTORY
South Asian Art I: Indus Valley to 1200
ARTH-UA 530 4 points.

South Asian Art II: 1200 to the Present
ARTH-UA 531 4 points.

Painting Traditions of South Asia, Past to Present
ARTH-UA 550 4 points.

CINEMA STUDIES
Indian Cinemas
CINE-UT 105 4 points.

COLLEGE CORE CURRICULUM
Cultures and Contexts: South Asia
CORE-UA 503 4 points.

Cultures and Contexts: India
CORE-UA 516 4 points.

ENGLISH
Post-Colonial Writers
ENGL-UA 708 4 points.

South Asian Literature in English
ENGL-UA 721 4 points.

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY
The Invisible Economies of Being: Poverty in the Non-West
FIRST-UG 394 4 points.

Ancient Indian Literature
IDSEM-UG 1266 4 points.

South Asian Writers
IDSEM-UG 1335 4 points.

HISTORY
Topics in South Asian History
HIST-UA 175 4 points.

Global Asia
HIST-UA 300 4 points.

Colonialism and Decolonization
HIST-UA 569 4 points.

LIBERAL STUDIES
South Asian Cultures
SAGC-UF 1001 4 points.

Once matriculated in CAS, students cannot take Liberal Studies courses.

MIDDLE EASTERN AND ISLAMIC STUDIES I: LANGUAGE, LITERATURE, AND CULTURE COURSES AT NYU
Elementary Urdu I and II
MEIS-UA 301, 302 4 points each.

Intermediate Urdu I and II
MEIS-UA 303, 304 4 points each.

Elementary Hindi I and II
MEIS-UA 405, 406 4 points each.

Intermediate Hindi I and II
MEIS-UA 407, 408 4 points each.

Advanced Hindi I and II
MEIS-UA 409, 410 4 points each.

Elementary Bangla I and II
MEIS-UA 425, 426 4 points each.

What Is Islam?
MEIS-UA 691 4 points.

Modern South Asian Literature
MEIS-UA 717 4 points.
MINOR IN SOUTH ASIAN STUDIES

Introduction to Ancient Indian Literature  
MEIS-UA 718 4 points.

Seminar: Women and Islamic Law  
MEIS-UA 783 4 points.

The Sufis: Mystics of Islam  
MEIS-UA 863 4 points.

MIDDLE EASTERN AND ISLAMIC STUDIES II: LANGUAGE COURSES THROUGH CONSORTIUM WITH COLUMBIA UNIVERSITY

Elementary/Intermediate Punjabi I and II  
MEIS-UA 422 through MEIS-UA 425 4 points each.

Elementary/Intermediate Bengali I and II  
MEIS-UA 426 through MEIS-UA 429 4 points each.

Elementary/Intermediate Tamil I and II  
MEIS-UA 430 through MEIS-UA 433 4 points each.

PHILOSOPHY

Topics in the History of Philosophy: India  
PHIL-UA 101 4 points.

Topics in Philosophy of Mind: Buddhist  
PHIL-GA 3010 4 points.

POLITICS

Politics of South Asia  
POL-UA 562 4 points.

RELIGIOUS STUDIES

Religions of India  
RELST-UA 337 4 points.

Topics in Religious Studies: Yoga and Tantra in History and Today  
RELST-UA 650 4 points.

Perspectives on Islam: Islam in South Asia  
RELST-UA 665 4 points.

Introduction to Buddhism  
RELST-UA 832 4 points.

SOCIAL AND CULTURAL ANALYSIS

History and Literatures of the South Asian Diaspora  
SCA-UA 313 4 points.

Theories of Gender and Sexuality  
SCA-UA 472 4 points.
The Department of Spanish and Portuguese Languages and Literatures boasts one of the most prestigious and innovative programs in the country. Students with an interest in the Spanish and Portuguese languages and/or the cultural production of Latin America, the Caribbean, and Spain take a wide range of courses with a world-class faculty, who frequently collaborate with NYU’s Center for Latin American and Caribbean Studies, the King Juan Carlos I Center, and the Hemispheric Institute of Performance and Politics.

The department offers six majors (Spanish and Latin American literature and culture; Latin American and Caribbean studies; Iberian studies; Romance languages; Spanish and linguistics; and Luso-Brazilian language and literature), as well as minors in Spanish, Latin American and Caribbean studies, Iberian studies, creative writing in Spanish, and Luso-Brazilian language and literature. Highly qualified students may participate in the honors program, which culminates in the writing of a thesis during the student’s senior year under the supervision of a faculty member. Internships are offered for credit with educational and cultural institutions throughout the city. Students are encouraged to study away at NYU Madrid and NYU Buenos Aires, where they may fulfill many major or minor requirements through site-specific classes and immersive experiences.

In addition, the department collaborates on programs with the Residential Life Exploration Program’s Spanish language floor for freshmen, and publishes the on-line undergraduate journal as.nyu.edu/spanish/undergraduate/esferas.
Policies Applying to All Spanish Majors

Students interested in Spanish may complete one of five majors: Spanish and Latin American literatures and cultures; Latin American and Caribbean studies; Iberian studies; Romance languages; and Spanish and linguistics. Students must discuss and plan their program of study with the director of undergraduate studies (DUS). Courses must be completed with a grade of C or better. Transfer students must complete at least five 4-point courses (20 points) toward their major in residence at New York University.

Major in Spanish and Latin American Literatures and Cultures

This major comprises nine 4-point courses (36 points) above the intermediate level, four of which are required (students may apply Advanced Placement Spanish Literature credits toward the major):

- Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish Speaking Students (SPAN-UA 111)
- Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200)
- The Iberian Atlantic (SPAN-UA 300)
- Cultural History of Latin America (SPAN-UA 305) or Cultural History of Spain (SPAN-UA 310)

The remaining five courses are advanced electives in Spanish or Latin American cultural and literary studies. Students may replace two of these electives with advanced language electives. Students may take two courses in English with writing in Spanish.

Major in Latin American and Caribbean Studies

This major comprises nine 4-point courses (36 points) drawing on both offerings in this department and courses related to Latin America, the Caribbean, or Latino studies offered in other departments throughout the University, including anthropology, art history, cinema studies, comparative literature, economics, history, performance studies, politics, social and cultural analysis, and sociology.

The major requires two foundational courses and seven electives, as follows:

- The Iberian Atlantic (SPAN-UA 300)
- One introductory course on Latin America or the Caribbean chosen from:
  - Cultural History of Latin America (SPAN-UA 305)
  - Cultures and Contexts: The Caribbean (CORE-UA 509)
  - Cultures and Contexts: Latin America (CORE-UA 515)
- Seven electives pertinent to the study of Latin America and the Caribbean, drawn from departments across the University and chosen by advisement.

In addition, students are required to demonstrate proficiency in two languages, chosen from: Spanish through the level of Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish Speakers (SPAN-UA 111), Portuguese through the intensive elementary level, and indigenous and diasporic languages (including Quechua, Haitian Kreyol, Nahuatl, and/or Mixtec) through the full elementary level. These language courses (and any more advanced language electives) cannot be applied toward the nine courses required for this major.

Major in Iberian Studies

This major comprises nine 4-point courses (36 points) drawing on both offerings in this department and courses related to Spain and/or Portugal from the early modern period to the present offered in other programs or departments throughout the University, including anthropology, cinema studies, comparative literature, European studies, history, medieval and Renaissance studies, and religious studies.

The major requires three foundational courses and six electives. The foundational courses are as follows:

- Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200)
- The Iberian Atlantic (SPAN-UA 300)
- Cultural History of Spain (SPAN-UA 310)
The six electives must be pertinent to the study of Spain and/or Portugal and are drawn from departments across the University. Students may replace one advanced elective with one language course in Portuguese (PORT-UA 10, 11) or in another language of importance to the region, such as Catalan, Gallego, Basque/Euskara, Hebrew, Latin, and Arabic, or any advanced course in Portuguese.

**Major in Romance Languages**

See the Romance languages section of this Bulletin for details and requirements. The major comprises nine 4-point courses (36 points), with five courses taken in the primary language and four in the secondary. For declaration of and advisement in the major, students must visit the departments of both languages they intend to study and indicate to each which language is primary and which is secondary.

**Major in Spanish and Linguistics**

This joint major requires a total of ten 4-point courses (40 points). Students choose five 4-point courses (20 points) in Spanish, comprising Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) and four more advanced courses. They have the option of applying one advanced conversation course toward the major. Note that Advanced Grammar and Composition (SPAN-UA 100) does not count toward the major; this course (or equivalent) is a prerequisite for entering the major.

The linguistics part of this major is satisfied by taking the following five 4-point courses (20 points):

- Either Language (LING-UA 1) or Language and Mind (LING-UA 3)
- Sound and Language (LING-UA 11)
- Grammatical Analysis (LING-UA 13)
- A total of two additional courses from two different fields of linguistics, chosen from the following:
  - Historical linguistics (LING-UA 14)
  - Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38, LING-UA 57)
  - Phonology (LING-UA 12)
  - Semantics (LING-UA 4)
  - Computational linguistics (LING-UA 6, LING-UA 7)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54, LING-UA 59)
  - Structure of a modern language (LING-UA 10, LING-UA 42, LING-UA 44, LING-UA 9032)

**Policies Applying to All Spanish Minors**

Students may complete a minor in Spanish by pursuing one of four minor tracks (below). All students who wish to minor in Spanish must declare with the department and select courses in consultation with the director of undergraduate studies. Courses must be completed with a grade of C or better. Transfer students must complete at least half the courses for their minor (three courses for a five-course minor) in residence at NYU.

**Minor in Spanish**

A minor consists of five 4-point courses (20 points) above the intermediate level. The five courses must include Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish Speaking Students (SPAN-UA 111) and Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200). The remaining three courses may include one advanced language elective; the others must be culture or literature courses.

**Minor in Latin American and Caribbean Studies**

The minor consists of five courses (20 points) on Latin America and the Caribbean, drawn from the Department of Spanish and Portuguese and/or other departments across the university. Students must take one introductory course chosen from Cultural History of Latin America (SPAN-UA 305), Cultures and Contexts: The Caribbean (CORE-UA 509), or Cultures and Contexts: Latin America (CORE-UA 515). In addition, students are required to demonstrate proficiency in one language, chosen from: Spanish through the level of Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish Speaking Students (SPAN-UA 111), Portuguese through the intensive elementary level, and indigenous and diasporic languages (including Quechua, Haitian...
Kreyol, Nahuatl, and/or Mixtec) through the full elementary level. These language courses (and any more advanced language electives) cannot be applied toward the five courses required for this minor.

**Minor in Iberian Studies**

The minor consists of five courses (20 points) on Spain and/or Portugal, drawn from the Department of Spanish and Portuguese and/or other departments across the university. Students must take either Cultural History of Spain (SPAN-UA 310) or Cultures and Contexts: Spain (CORE-UA 544). Students must demonstrate proficiency in Spanish at the level of Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish Speaking Students (SPAN-UA 111). However, language courses and advanced language electives cannot be applied toward the five course requirement for this minor.

**Minor in Creative Writing in Spanish (CWS)**

The minor consists of four 4-point courses (16 points), which must include Introduction to Creative Writing in Spanish (SPAN-UA 225), Advanced Poetry Workshop in Spanish (SPAN-UA 320), and Advanced Fiction and Non-Fiction Workshop in Spanish (SPAN-UA 325); the fourth course can be either Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200, which is a prerequisite for all CWS courses) or one other advanced course focused on literature or culture and conducted in Spanish. Note that Advanced Grammar and Composition (SPAN-UA 100) does not count toward the minor; this course (or equivalent) is a prerequisite for entering the minor.

**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; they must consult with the director of undergraduate studies in the second semester of their junior year. During their senior year, students register for the Senior Honors Seminar (SPAN-UA 995) in the fall and then enroll in the Honors Thesis Seminar (SPAN-UA 996) the following spring. The honors thesis is an extended research paper written on a topic of the student’s choice and directed by a faculty adviser. The two-semester honors seminar sequence covers such areas as choosing a topic, compiling a bibliography, conducting library and web-based research, properly documenting sources, and developing research and writing methods for graduate- or professional-level study. Students give an oral presentation on the honors thesis and its bibliography.

**Spanish Language Program: Policy on Course Placement**

Students with no previous study of Spanish enroll in Spanish for Beginners I (SPAN-UA 1). Students with one year of high school Spanish may either enroll in SPAN-UA 1 or take a placement test. All other students must show proof of placement through one of the following: the SAT subject exam, or AP, IB, or A Level exam; or the NYU online placement exam. Students who know or have studied Spanish but do not take a placement test will not be allowed to stay in a course.

Students with transfer credit in Spanish must take a placement test to register for the language in CAS. Transfer credit at or above the intermediate two level satisfies the Core graduation requirement, but is not used for placement.

Native Spanish (heritage) speakers must take a special departmental evaluation (not an online placement exam or the usual written exemption exam) for placement into Intermediate Spanish for Spanish Speakers (SPAN-UA 11) or Advanced Spanish for Spanish Speakers (SPAN-UA 111). Completion of either course fulfills the language requirement.

NYU online placement exam link: nyu.edu/estffpexam; NYU in-person exemption exam instructions: nyu.edu/estffpexam. Students cannot take an exemption exam without first earning a qualifying score on the online placement exam.

Placement test results are valid for 18 months. Students cannot take the test more than once every 18 months without the permission of the director of the language program. The results are not recommendations; students must register for the course they place into. Only a course coordinator or the director of the language program
can override a placement test score. Placement results will be assessed by instructors in the first week of classes. Inappropriately placed students will be asked to drop/add into the correct level.

Incoming freshmen must not take the NYU online placement exam while they are waiting for AP, IB, A Level, or SAT subject exam results. Standardized exam results take precedence over the online exam. (If the SAT Spanish exam was taken in junior year of high school, however, please take the NYU placement exam for a more recent assessment.) If standardized test results arrive and are too low to award credit, students must then take the NYU online placement exam.

If more than 18 months have elapsed since a student took a SPAN-UA course (or a standardized test such as the AP, SAT II or IB), it can no longer serve as an automatic prerequisite for the next course in the sequence. The student must take or retake the NYU online placement examination to determine the correct level of study. This may result in repeating SPAN-UA courses and/or loss of credit.

Advanced Placement (AP), International Baccalaureate (IB), and the SAT Subject Examination in Spanish may be used for placement in the proper level of study so long as the scores are no more than 18 months old.

For more information and tables showing appropriate course placement for specific test scores, consult the section on language placement at the department’s website, as.nyu.edu/spanish. To contact the director of the language program (DLP), call 212-998-8770 or write to spanish.dlp@nyu.edu.

Spanish Language Program: Policy on Advanced Placement (AP)

Students who score a 4 or 5 on the Spanish Language exam earn 4 credits for Intermediate Spanish II (SPAN-UA 4) and are exempt from the College’s language requirement. If they wish to continue studying Spanish they can register for Advanced Grammar and Composition (SPAN-UA 100), but on the first day of classes must take an in-class exam to finalize proper course placement. This may result in dropping to a lower level of Spanish and losing the AP credit.

Students who obtain a score of 4 on the Spanish Literature exam receive 4 credits for Advanced Grammar and Composition (SPAN-UA 100) and satisfy the Core language requirement. If they wish to continue taking Spanish classes, they must take a special, advanced language placement evaluation at the Spanish department (not the online placement or usual written exemption exam) and consult with the director of the Spanish language program.

Students who obtain a score of 5 on the Spanish Literature exam receive 4 credits for Advanced Grammar and Composition (SPAN-UA 100), or (with approval of the director of the Spanish language program) for Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200), and satisfy the Core language requirement. If they wish to continue taking Spanish classes, they must take a special advanced language placement evaluation at the Spanish department (not the online placement or usual written exemption exam) and consult with the director of the Spanish language program.

Portuguese Language Courses

Elementary-level courses stress the structures and patterns that permit meaningful communication in and outside the classroom. Intermediate-level courses aim to promote fluency in speaking, as well as proficiency in reading and writing. Both include readings and discussions of Portuguese and Brazilian texts, film, and other media. Successful completion of Intermediate Portuguese II (PORT-UA 4) fulfills the College Core Curriculum language requirement.

Portuguese for Beginners I
PORT-UA 1 Open to students with no previous training in Portuguese and no knowledge of Spanish, and to others on assignment by placement test. 4 points. Designed to teach the elements of grammar and language structure using primarily a proficiency approach involving listening, speaking, reading, and writing. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom.
Portuguese for Beginners II
PORT UA 2 Prerequisite: PORT-UA 1 or placement test. 4 points.
Further study of basic grammar using primarily a proficiency approach involving listening, speaking, reading, and writing. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom.

Intermediate Portuguese I
PORT-UA 3 Prerequisite: Portuguese for Beginners Level II (PORT-UA 2), Intensive Elementary Portuguese (PORT-UA 10), Intensive Elementary Portuguese for Spanish Speakers (PORT-UA 11), assignment by placement test, or permission of the director of undergraduate studies. 4 points.
Review of grammar, language structure, and culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities.

Intermediate Portuguese II
PORT-UA 4 Prerequisite: Intermediate Portuguese I (PORT-UA 3), assignment by placement test, or permission of the director of undergraduate studies. 4 points.
Promotes proficiency in reading, writing, and speaking. Readings and discussions of contemporary Luso-Brazilian texts and review of major grammatical concepts. Satisfies the Core language requirement.

Intensive Elementary Portuguese
PORT-UA 10 Open to students with no previous training in Portuguese and no knowledge of Spanish and to others on assignment by placement test. 6 points.
Covers the equivalent of PORT-UA 1 and 2 in one semester. Designed to teach the elements of grammar and language structure using a proficiency approach involving listening, speaking, reading, and writing. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom.

Intensive Elementary Portuguese for Spanish Speakers
PORT-UA 11 Prerequisite: advanced, native, or near-native fluency in Spanish. 4 points.
Accelerated introduction to spoken and written Portuguese that relies on the similarities of the Portuguese and Spanish languages to maximize learning and language acquisition.

Brazilian and Portuguese Studies Courses

On Eating Others: Cannibalism and Anthropophagy in the Circum-Atlantic World
PORT-UA 600 Taught in Portuguese; in English: PORT-UA 601. Prerequisite: Intermediate Portuguese II (PORT-UA 4); no prerequisites when taught in English. Offered periodically. 4 points.
Cannibalism as an intellectual problem in Europe, the Caribbean, and Brazil. Authors include Montaigne, Shakespeare, Oswald de Andrade, Nelson Pereira dos Santos, and Suely Rolnik.

Topics in Brazil Studies
PORT-UA 700 Taught in Portuguese; in English: PORT-UA 701. Prerequisite: Intermediate Portuguese II (PORT-UA 4); no prerequisites when taught in English. Offered periodically. 4 points.
Topics vary. Focused on Brazilian culture, society, and/or arts and the relationship between them.

Fiction into Film: Brazilian Novels and their Screen Adaptations
PORT-UA 702 Taught in Portuguese. When cross listed with Spanish, also listed under SPAN-UA 702. Prerequisite: Intermediate Portuguese II (PORT-UA 4). Offered every other year. 4 points.
Provides an introduction to Brazilian literature (including the work of Machado de Assis, Graciliano Ramos, Mario de Andrade, Joao Guimaraes Rosa, Clarice Lispector, Chico Buarque de Hollanda, Paulo Lins) and to the rich tradition of Brazilian film (from Cinema Novo of the 1960s to its legacy and revision in contemporary film-making).

Narrating Poverty in Brazilian Literature and Film
PORT-UA 704 Taught in Portuguese. When cross listed with Spanish, also listed under SPAN-UA 706. Prerequisite: Intermediate Portuguese II (PORT-UA 4). Offered every other year. 4 points.
Explores the politics and poetics of representing scarcity and deprivation in literary works in various genres (novels, autobiography, short stories) and Brazilian films (Cinema Novo and after, including documentaries). Films include Barren Lives, The Scavengers, The Hour of the Star, Pixote, Bus 174, City of God, Babilonia 2000, and Black Orpheus.
The New Brazilian Documentary
PORT-UA 706 When cross-listed with Spanish, also listed under SPAN-UA 706. Offered every other year. 4 points.
Critical thinking about this genre from the 1990s to the present. Topics: uses of fact and fiction and the blurring of lines between them; ethical concerns about the use of other people’s images and words; and the construction of layered and complex images of Brazil.

Modern Brazilian Fiction
PORT-UA 821 Taught in Portuguese; in English: PORT-UA 820. Prerequisite: Intermediate Portuguese II (PORT-UA 4); no prerequisites when taught in English. Offered every other year. 4 points.
Introduction to the fiction of 19th- and 20th-century Brazil. Studies the development of a national literature within the broader context of cultural and literary history.

The Brazilian Short Story
PORT-UA 830 Taught in Portuguese. Prerequisite: Intermediate Portuguese II (PORT-UA 4). Offered periodically. 4 points.
Examines formal aspects of the Brazilian short story while developing skills in written and spoken Portuguese. Authors include Machado de Assis, Lima Barreto, Mário de Andrade, Joao Guimaraes Rosa, Clarice Lispector, Rubem Fonseca, and Joao Gilberto Noll.

Brazilian Poetry and Song
PORT-UA 840 Taught in Portuguese; in English: PORT-UA 841. Prerequisite: Intermediate Portuguese II (PORT-UA 4); no prerequisites when taught in English. Offered periodically. 4 points.
Popular song (samba, bossa nova) from 1922 to the early 1980s: its contexts and connections with poetry and politics.

Topics in Brazil Studies
PORT-UA 850 Taught in Portuguese; in English: PORT-UA 851. Prerequisite: Intermediate Portuguese II (PORT-UA 4); no prerequisites when taught in English. Offered every year. 4 points.
Topics vary. Focused on Brazilian culture, society, and/or arts and the relationship between these. Recent topics include Luso-Brazilian culture and society, Brazilian architecture, the Amazon, and Brazilian poetry and song.

Independent Study
PORT-UA 997, 998 Prerequisite: permission of the director of undergraduate studies. Open only to majors. Offered every semester. 2 or 4 points per term.

Placement in Spanish Language Courses
For full details, students must consult the website of the Department of Spanish and Portuguese, as well as the “policy on course placement” and “policy on Advanced Placement (AP)” (both under “program” in this department’s section in this Bulletin). To enroll in one’s first Spanish language course at NYU, students must have taken the SAT Subject Test in Spanish; have advanced standing credit for Advanced Placement, International Baccalaureate, A Levels, or equivalent; or have taken the placement examination administered by the University. The exception is students with no previous study of Spanish or who took no more than one year of Spanish in high school, who may enroll in Spanish for Beginners I (SPAN-UA 1). Students from a Spanish-speaking background who wish to study the language may not enroll in any level of Spanish for Beginners (SPAN-UA 1, SPAN-UA 2, and SPAN-UA 10) or Intermediate Spanish (SPAN-UA 3, SPAN-UA 4, and SPAN-UA 20), but must instead enroll in Intermediate Spanish for Spanish Speakers (SPAN-UA 11) or Advanced Spanish for Spanish Speakers (SPAN-UA 111) after taking a special written placement test in the department. Students with transfer credit in Spanish must take a placement test if they intend to register for the language in CAS. Note that after 18 months, a completed SPAN-UA course no longer serves as a prerequisite for more advanced courses; students must take or re-take the placement exam.

Admission to Courses Above Intermediate Spanish
Students who have completed Intermediate Spanish I and II (SPAN-UA 3 and SPAN-UA 4) or Intensive Intermediate Spanish (SPAN-UA 20) must take Advanced Grammar and Composition (SPAN-UA 100) and Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) as a prerequisite for upper-level courses.
Spanish Language Courses
(Through Intermediate Level)

Spanish for Beginners I
SPAN-UA 1 Open to students with no previous training in Spanish or who took one year of Spanish in high school, and to others on assignment by placement test. 4 points.

Designed to teach the elements of grammar and language structure using primarily a proficiency approach involving listening, speaking, reading, and writing. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom.

Spanish for Beginners II
SPAN-UA 2 Prerequisite: Spanish for Beginners I (SPAN-UA 1) or placement. 4 points.

Continued study of grammar. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom. Students who earn a B-plus or higher may proceed to Intensive Intermediate Spanish (SPAN-UA 20).

Intermediate Spanish I
SPAN-UA 3 Prerequisite: Spanish for Beginners II (SPAN-UA 2), Intensive Elementary Spanish (SPAN-UA 10), or placement. 4 points.

Review of grammar, language structure, and culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities.

Intermediate Spanish II
SPAN-UA 4 Prerequisite: Intermediate Spanish I (SPAN-UA 3) or placement. 4 points.

Promotes proficiency in reading and writing as well as oral performance. Further aspects of grammar, language structure, and culture with readings and discussions of contemporary Hispanic texts. Fulfills the Core foreign language requirement.

Intensive Elementary Spanish
SPAN-UA 10 Open to students with one year of high school Spanish or two years of high school French, Italian, or Latin, and to others on assignment by placement exam or in consultation with the director of the Spanish language program. 6 points.

Covers the equivalent of one year of Elementary Spanish (SPAN-UA 1 and SPAN-UA 2) in one semester. Students with a final grade of B-plus or better in SPAN-UA 10 may enroll in SPAN-UA 20. Other students must proceed to SPAN-UA 3.

Intermediate Spanish for Spanish Speakers
SPAN-UA 11 Prerequisite: placement exam or permission of the director of the Spanish language program. Offered every semester. 4 points.

A formal introduction to grammar for heritage speakers who understand spoken Spanish but need to further develop their speaking, reading, and writing skills. Incorporates cultural and literary readings to develop written and oral communication skills. Fulfills the Core foreign language requirement.

Intensive Intermediate Spanish
SPAN-UA 20 Prerequisite: Intensive Elementary Spanish (SPAN-UA 10), Spanish for Beginners II (SPAN-UA 2) with a final grade of B-plus or better, assignment by placement test, or permission of the director of the Spanish language program. 6 points.

Promotes proficiency in reading, writing, and speaking. Covers the equivalent of one year of Intermediate Spanish (SPAN-UA 3 and SPAN-UA 4) in one semester. Fulfills the Core foreign language requirement.

Quechua Language Courses

Quechua is the most important and widely spoken indigenous language in Latin America. Increasing numbers of Quechua speakers have migrated to the United States (especially to New Jersey and New York City). The goal in the four-course sequence is effective communication through development of listening, speaking, reading, and writing. Successful completion of Intermediate Quechua II (SPAN-UA 84) fulfills the College Core Curriculum language requirement.

Elementary Quechua I
SPAN-UA 81 Identical to LATC-UA 101.

No prerequisite. 4 points.

Elementary Quechua II
SPAN-UA 82 Identical to LATC-UA 102.

Prerequisite: Elementary Quechua I (SPAN-UA 81) or permission of the instructor. 4 points.

Continuation of SPAN-UA 81.

Intermediate Quechua I
SPAN-UA 83 Identical to LATC-UA 103.

Prerequisite: Elementary Quechua II (SPAN-UA 82) or permission of the instructor. 4 points.

Provides students with a deeper understanding of the language.
Intermediate Quechua II
SPAN-UA 84 Identical to LATC-UA 104.
Prerequisite: Intermediate Quechua I (SPAN-UA 83)
or permission of the instructor. 4 points.
Continuation of SPAN-UA 83. Completion of Intermediate Quechua II satisfies the Core foreign language requirement.

Advanced Spanish Language Courses
Advanced Grammar and Composition
SPAN-UA 100 Prerequisite: Intermediate Spanish II (SPAN-UA 4), Intensive Intermediate Spanish (SPAN-UA 20), assignment by placement test, or permission of the director of the Spanish language program. For non-native speakers only. Native or quasi-native Spanish speakers should register for SPAN-UA 111. Offered every semester. 4 points.
Expands and consolidates students’ lexical and grammatical understanding of the language and introduces them to the fundamental principles of expository writing. Utilizes exercises, readings, and intensive practice of various prose techniques and styles.

Advanced Spanish for Spanish-Speaking Students
SPAN-UA 111 Prerequisite: Intermediate Spanish for Spanish Speakers (SPAN-UA 11), placement, or permission of the director of the Spanish language program. Offered every semester. 4 points.
For native and quasi-native speakers with uneven formal training in the language. Expands and consolidates lexical and grammatical understanding of the language and introduces the fundamental principles of expository writing.

Advanced Spanish Language Electives
Advanced Spanish Conversation
SPAN-UA 101 Prerequisite or corequisite: Advanced Grammar and Composition (SPAN-UA 100). Offered every semester. 4 points.
Intensive work designed to give the student fluency in the use of idiomatic, everyday language as well as a comprehensive, practical vocabulary. For non-native speakers only.

Advanced Spanish Conversation for the Medical Professions
SPAN-UA 102 Prerequisite: Intermediate Spanish II (SPAN-UA 4) or Intensive Intermediate Spanish (SPAN-UA 20), or permission of the director of the Spanish language program. Offered periodically. 4 points.
Designed to expand speaking skills beyond practical, day-to-day language functions. Builds a more complex and technical proficiency in Spanish in a medical context, through the practice of pronunciation, vocabulary, idioms, and linguistic structures. For non-native speakers only.

Techniques of Translation
SPAN-UA 110 Prerequisite: Advanced Grammar and Composition (SPAN-UA 100). Offered in the fall. 4 points.
Theory and practice of translation through comparison of Spanish and English grammar, syntax, and style.

Topics in Advanced Language
SPAN-UA 190 Prerequisite: Advanced Grammar and Composition (SPAN-UA 100). Offered periodically. 2 to 4 points.
Topics vary but may include Spanish for the professions (Spanish for law, business, and medicine) or the practical use of the language (public speaking, Spanish for research).

Introduction to Creative Writing in Spanish
SPAN-UA 225 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the instructor. Offered every semester. 4 points.
Students read exemplary poems and short stories by Latin American and Spanish authors, and expand their own writing skills through related exercises.

Advanced Poetry Workshop in Spanish
SPAN-UA 320 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the instructor. Offered every other semester. 4 points.
Collaborative work and individual guidance from the instructor as students produce their own writing. Close reading of contemporary Latin American and Spanish poets.

Advanced Fiction and Nonfiction Workshop in Spanish
SPAN-UA 325 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the instructor. Offered every other semester. 4 points.
Students refine their own writing skills. Close reading of short stories, a novella, and personal essays and excerpts from testimonies and autobiographies by contemporary Latin American and Spanish authors.
Spanish: Foundational Major Courses

Critical Approaches to Textual and Cultural Analysis
SPAN-UA 200 Prerequisite: Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish Speakers (SPAN-UA 111) or equivalent. Offered every semester. 4 points.
Close reading of and writing about the literary and cultural production of Spain and Spanish America.

The Iberian Atlantic
SPAN-UA 300 Taught in English, with one recitation available in Spanish. Offered once a year, typically in the fall. 4 points.
From Islamic Spain and indigenous America to the era of Spanish and Portuguese conquest and colonization. How the Iberian Peninsula, Western Africa, and the Americas were tied to one another in a vast inter-culture.

Cultural History of Latin America
SPAN-UA 305 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200). Offered once a year, typically in the fall. 4 points.
Examines the making of modern Latin America through the study of key cultural practices in literature, visual art, film, and performance from the 19th century to the present. Topics may vary.

Cultural History of Spain
SPAN-UA 310 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200). Taught in Spanish. Offered once a year, typically in the spring. 4 points.
Examines the making of modern Spain through the study of key cultural practices in literature, visual art, film, and performance from the 19th century to the present. Topics may vary.

Spanish: Advanced Courses

Structure and Variation in the Spanish Language
SPAN-UA 230 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered every other semester. 4 points.
Study of sound patterns, sentence structure and word order, and word meaning and formation of the Spanish language, with close focus on situational and social variations. Combines analysis with an observational study of a language community.

Histories of Photography in Spain and Latin America
SPAN-UA 240 Taught in Spanish; in English:
SPAN-UA 241. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisite when taught in English. Offered periodically. 4 points.
Theories and methods for interpreting photography, and a thematic overview of approximately 150 years of photographic practices.

Muslim Spain: Literature and Society
SPAN-UA 301 Taught in Spanish; in English:
SPAN-UA 302. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisite when taught in English. Offered periodically. 4 points.
How literary texts functioned in this medieval society and can be read as reflections of social and historical concerns. Considers material and artistic evidence alongside the textual record. Topics: interactions between Jews, Christians, and Muslims; women and the family; multilingualism; concepts of kingship and just rule; depictions of heroism and vanity; religious observance and practice; and early forms of national identity.

Reading Realism: La Regenta
SPAN-UA 308 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200). Offered periodically. 4 points.
Close reading of the Spanish realist novel La Regenta by Leopoldo Alas (1885) and comparison with the three-part television series directed by Fernando Méndez-Leite (1995). Considers relevant literary, film, and television theory; critical studies of Alas’s novel; and the cultural concerns of late 19th century and late 20th century Spain.

Islam in Spain
SPAN-UA 333 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200). Offered periodically. 4 points.
Explores the key role Spain has played in the relationship between Islam and the West and the mutual influences between Spain and Morocco, from medieval Al-Andalus to present-day colonization, de-colonization, and immigration.

Medieval Spain in Modern Fiction
SPAN-UA 350 Taught in Spanish; in English:
SPAN-UA 351. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200); no prerequisite when taught in English. Offered periodically. 4 points.
Examines how nostalgia for a lost Andalus or Sefarad (the Arabic and Hebrew terms for the Iberian...
Peninsula) is explored as a theme and used as a device in modern literature. Considers the relevance of the past to the present.

**Esferas**
SPAN-UA 354 Taught in Spanish. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200). Offered every spring. 2 points. Creation of the department's online undergraduate journal Esferas, from discussing the chosen topic through theoretical readings to editing, layout, and writing of contracts for online and print publication. May be repeated once to fulfill one of the electives for the major or minor.

**Is Spanish One Language?**
SPAN-UA 355 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered every spring. 4 points. Familiarizes students with the historical, geographical, ethnic, and sociolinguistic factors that contributed to the large variety of Spanish dialects spoken in the Americas.

**Cervantes**
SPAN-UA 371 Identical to MEDI-UA 335. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered every other year. 4 points. Close reading of Don Quijote and/or the Novelas ejemplares, supplemented by critical and historical texts. Topics: madness and desire, authorship, seductions and dangers of reading, the status of representation, the relation between history and truth, the Inquisition, Spanish imperialism, the New World, and the Morisco expulsion.

**Spanish Cinema from Past to Present**
SPAN-UA 400 Taught in Spanish; in English: SPAN-UA 401. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisite when taught in English. Offered periodically. 4 points. From the 1960s to the present. Cultural analysis of film texts; issues of gender, memory, the gaze and spectatorship, class and ethnicity, and national history. Analysis of cinematic form and technique.

**Gestos, movimiento y literatura**
SPAN-UA 410 Taught in Spanish. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered every year. 4 points. Exploration of the history and politics of Latin America through the medium of dance and movement as it appears in literary and philosophical texts and in theatre, street, or video performances.

**Theatre and Poetry of the Spanish Golden Age**
SPAN-UA 421 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered every other year. 4 points. Selected texts from the 16th and 17th centuries, read in the context of Counter-Reformation culture and Spain's changing place in early modern Europe. Authors include Garcilaso, Lope de Vega, Tirso de Molina, Calderón de la Barca, Quevedo, and Góngora.

**History of Spanish Art from 1890 to the Present**
SPAN-UA 426 Taught in Spanish; in English: SPAN-UA 425. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisite when taught in English. Offered every other year. 4 points. Topics: the reception of the European avant-garde; “pure” vs. “social” art; history and myth in the construction of artistic styles; center and periphery; and the role of academies, galleries, exhibitions, and cafés. Works by Gaudí, Picasso, Miró, Bunuel, Dalí, Tapies, Crónica, and Almodóvar.

**See It, Read It: Photography and Discourse in Latin America**
SPAN-UA 440 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered every other year. 4 points. Explores the impact of photography on writing through texts that take photography as their main concern (but where no photographs appear) and texts that play on the page with the relationship between image and word.

**Secret Weapons: Reading Julio Cortázar Today**
SPAN-UA 441 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered periodically. 4 points. Compares Cortázar’s work with that of his contemporaries and studies his manipulation of high and low culture through his involvement with photography, painting, jazz, boxing, almanacs, and music.

**Latin American Theatre**
SPAN-UA 460 Taught in Spanish; in English: SPAN-UA 761. Prerequisite: Critical Approaches to...
Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisite when taught in English. Offered every other year. 4 points. History, theories, and practices in the 20th and 21st centuries. Topics: postcolonial theories of culture and art; modernist and post-modernist dramatic forms; and relations to the region's complex social, sexual, and cultural politics.

Queer Cultures and Democracy
SPAN-UA 480 Taught in Spanish; in English: SPAN-UA 481. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisite when taught in English. Offered periodically. 4 points. Starts with the present context of growing legal and social acceptance and inclusion of queer citizens in Latin America and the US, then revisits the last three decades to question frequently reductive narratives of steady, linear progress. Uses Buenos Aires and New York as examples of cities that epitomize queer struggles and cultures.

Topics in Spanish American Literature and Culture
SPAN-UA 550 Taught in Spanish; in English: SPAN-UA 551. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisite when taught in English. Offered every semester. 4 points. Recent topics: new borderlands in Latin America and Spain, cultures of the Mexican Revolution, myth and literature, Hispanic cities, Latin American film, performance and human rights in Latin America, and literature and animality.

Culture and Politics in the Caribbean
SPAN-UA 580 Identical to HIST-UA 760. Taught in Spanish; in English: SPAN-UA 581. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisite when taught in English. Offered periodically. 4 points. Main (but not exclusive) focus on the Spanish speaking islands. Topics: "discovery," slavery and the struggles against it, colonialism and independence movements, US occupations, dictatorships and revolutionary movements, and the Caribbean diaspora. Primary sources, literary texts, and essays in cultural studies/critical theory, anthropology, and history.

Barcelona: Modern (Mediterranean) Metropolis
SPAN-UA 590 Taught in Spanish; in English: SPAN-UA 591. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisites when taught in English. Offered periodically. 4 points. The city as home to famous artists, writers, filmmakers, musicians, and architects; as a model modern metropolis; and as the center of Catalan identity. Discussion of literature and the press, films, performance, and the visual arts.

Transatlantic Avant-gardes: Sites of Modernity
SPAN-UA 625 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered every other year. 4 points. A study of mobility, travel, and cultural transmission and exchange in the artistic and literary avant-gardes of the 20th century in Europe and the Americas.

Intimacy and Precariousness: Problems of Contemporary Latin American Culture
SPAN-UA 645 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered every other semester. 4 points. Topics: the relation between biography and fiction; new modes of constructing subjectivity; and figures of abandonment, precariousness, and disavowal that reflect transformations of the relation between politics and literature. Texts by Rodolfo Fogwill, Mario Bellatin, and Martin Kohan, and films of Lucrecia Martel and Eduardo Coutinho.

Modern Hispanic Cities
SPAN-UA 650 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered periodically. 4 points. An interdisciplinary, multimedia, and comparative approach to the physical, spatial, literary, musical, and imaginary constructions of such cities as Mexico City, Havana, Lima, Buenos Aires, San Juan, Madrid, Barcelona, and New York.

Latin American Cinema
SPAN-UA 750 Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department when taught in Spanish. When taught in English, no prerequisites. Offered regularly. 4 points. Topics include the history of documentary film in Latin America and gender in Latin American and...
Caribbean film. May be repeated once for credit when taught by different professors different foci.

**Literature and Film of the Cuban Revolution**

SPAN-UA 795  Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department. Offered every other year. 4 points.


**Topics in Peninsular Spanish Literature and Culture**

SPAN-UA 950  Taught in Spanish; in English: SPAN-UA 951. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the department; no prerequisite when taught in English. Offered every semester. 4 points.

Recent topics include culture and memory, experimental documentaries from Spain, Spanish romanticism, poetics and ethics, Spanish cultural studies, and nineteenth-century novels.
Cross-School Minors

Cross-school minors offer students the opportunity to develop specializations in a number of non-liberal arts fields through structured coursework taken at other NYU schools. These minors, which are open to all students in the College of Arts and Science, are either partly or wholly composed of courses from participating schools, such as NYU’s College of Global Public Health; Silver School of Social Work; Steinhardt School of Culture, Education, and Human Development; Stern School of Business; Tisch School of the Arts; Tandon School of Engineering; and Wagner School of Public Service.

Students interested in pursuing a cross-school minor are encouraged to view minor requirements and to contact a minor representative with any questions. Minor curricula and contact information can be found on the NYU cross-school minors website (nyu.edu/cross-school-minors). For additional advising support, CAS students can contact the associate director for interschool programs in the College, or schedule an appointment with the associate director through the College’s Preprofessional Advising Center (Silver Center, Room 901, 212-998-8160).

With the exception of the cinema studies minor, all courses taken outside the College to complete cross-school minor requirements count toward the 16-point limit on course work in other divisions. Since many of these minors require 16 points of coursework outside the College, students are strongly encouraged to develop their course of study in consultation with a CAS adviser. Courses taken within the College (with a -UA suffix) to complete cross-school minor requirements will not count toward the 16-point limit. Students seeking additional non-CAS credits above the 16-point limit must file a petition in the Office of the Associate Dean for Students (cas.nyu.edu/page/petitions; Silver Center, Room 909; 212-998-8140).

No courses taken in the other schools of NYU (whether for a cross-school minor or as electives) may count toward the 64 credits that internal or external transfer students to CAS are required to complete in CAS (-UA) courses.

The minors offered by other NYU schools that are available to CAS students are listed on the NYU cross-school minors website (nyu.edu/cross-school-minors). For further information about the business studies, child and adolescent mental health studies, cinema studies, law and society, and science and society minors, please consult the relevant sections of this Bulletin.
Preprofessional, Accelerated, and Specialized Programs

THE ROBERT AND ELLEN SALANT PREHEALTH PROGRAM

The prehealth program in the College of Arts and Science is appropriate for any student who plans to apply to medical, dental, veterinary, osteopathic medical, optometry, podiatry, or other health professional schools. The prehealth program of study minimally requires completion of the following courses: Principles of Biology I and II (BIOL-UA 11, BIOL-UA 12); Principles of Biology Laboratory (BIOL-UA 123), for students not majoring in biology; General Chemistry I and Laboratory (CHEM-UA 125); General Chemistry II and Laboratory (CHEM-UA 126); Organic Chemistry I and Laboratory (CHEM-UA 225); Organic Chemistry II and Laboratory (CHEM-UA 226); General Physics I and II (PHYS-UA 11, 12); Writing the Essay (EXPOS-UA 1), plus one elective in English or expository writing; Calculus I (MATH-UA 121) or its equivalent; and Biochemistry I (CHEM-UA 881). Preparation for specific entrance exams may warrant the completion of additional coursework in the social sciences, specifically in the areas of psychology and sociology. Some professional schools may recommend or require additional courses, such as statistics, genetics, or microbiology.

While prehealth students should strive to earn the best grades possible, they must also keep in mind that schools of the health professions evaluate every aspect of a candidate's background when making admission decisions. Therefore, students are encouraged to pursue a major of heartfelt interest, to participate in extracurricular activities of their choosing, and to develop intellectual pursuits and hobbies outside their schoolwork.

Additionally, all prehealth students are very strongly encouraged to obtain work experience, whether as a paid employee or volunteer, in the area they would like to pursue. This practical experience allows students to make an intelligent and informed decision about whether or not they should pursue a career in the health professions. Admissions committees will see that the applicant is dedicated enough to learn about a particular profession, and has been exposed to both its benefits and its challenges.

The College’s Preprofessional Advising Center (Silver Center, 100 Washington Square East, Room 901; 212-998-8160) has developed an extensive evaluation process that culminates in a letter generated by the Committee on Evaluations to Schools of the Health Professions. Students preparing to apply to schools of the health professions participate in the committee process during the academic year preceding their application year. Students are encouraged to keep in touch with preprofessional advising throughout their time at NYU so that they are aware of the procedures and deadlines for receiving a committee letter of evaluation. Applicants to schools of the health professions must have completed at least five of the required prehealth science courses within the past ten (10) years at NYU in order to be eligible for a committee interview and letter from the CAS Preprofessional Advising Center.

Students considering a career in the health professions are strongly urged to discuss their intentions with an academic adviser as early as possible. There is no "premed" major at the College, and the designation will not appear on a student's transcript. Students complete the relevant prehealth courses in tandem with their major, College Core Curriculum, and minor (if any) requirements, and it is this parallel structure that allows students to start or stop their prehealth coursework without impacting the completion of their degree.

While the Preprofessional Advising Center located in the College of Arts and Science, preprofessional advisors frequently work with students from other NYU undergraduate divisions who wish to follow the prehealth curriculum. Very detailed information about the undergraduate experience as a prehealth student, about prerequisites for health professional schools, and about the committee process is available on the Preprofessional Advising Center website, cas.nyu.edu/content/nyu-as/cas/prehealth.

ACCELERATED/JOINT PROGRAM IN PREHEALTH

B.A./D.D.S. Program

The B.A./D.D.S. program is a seven-year joint program between the College of Arts and Science and the College of Dentistry at New York University. It is designed for students who are certain that they would like to pursue a career in dentistry. Admission requirements include a minimum high school GPA of 3.5 and combined SAT scores of at least 1370.

Students are admitted to the program as incoming freshmen and engage in academic studies and cocurricular activities that will prepare them for the dental school curriculum. They spend the first three years of the program at the College of Arts and Science, where they complete the College Core Curriculum, the prehealth requirements, and an abbreviated biology major, for a total of 104 points. Students must maintain a minimum overall GPA of 3.2, as well as a major GPA of at least 3.4; in addition, grades of B or higher must be earned in all courses required for the
POSTBACCALAUREATE PREHEALTH PROGRAM

The NYU postbaccalaureate prehealth studies program is a certificate program that provides support to students interested in pursuing a career in the health professions. The program is designed for career-changer students who have already earned a bachelor’s degree, but have not yet taken some or all of the science courses required for admission to graduate study in medicine, dentistry, veterinary medicine, physician assistantship, physical therapy, or other health professions.

Students admitted to the postbaccalaureate program must have earned an undergraduate GPA of 3.0 or higher. Students are only eligible for the postbaccalaureate certificate program if they plan to complete at least half of the prehealth science curriculum at NYU. The postbaccalaureate curriculum is designed to be completed in two years, including summer courses, but completion time may vary depending on the student’s prior academic background and the student’s semester of entry into the program (e.g., fall, spring, summer). The minimum time spent in our program is one academic year, and the maximum is three academic years. Postbaccalaureate students are fully integrated into NYU’s community of undergraduates, attending courses alongside other students who are also committed to a prehealth education. They are taught by leading members of the Faculty of Arts and Science, who are known for their accessibility and student-centered teaching.

CAS postbaccalaureates have full access to NYU’s staff of dedicated advisers located in the College’s Preprofessional Advising Center (Silver Center, 100 Washington Square East, Room 901; 212-998-8160). Postbaccalaureates are also encouraged to attend the peer tutoring and group review sessions offered by the University Learning Center, which are free of cost.

In addition to the successful completion of prehealth coursework, postbaccalaureate students are expected to build a prehealth “portfolio” by pursuing clinical, research, and/or community volunteer opportunities outside the classroom to expand their knowledge of the healthcare industry.

Students are encouraged to search for health-related opportunities, both on- and off-campus, through the weekly prehealth email newsletter and the Wasserman Center for Career Development.

Prior to submitting applications to graduate health professional programs, postbaccalaureate students will participate in the application and interview process facilitated by the NYU Committee on Evaluations to Schools of the Health Professions. During this process, students are evaluated on their performance in the postbaccalaureate program in combination with their extracurricular involvement. The end result is an institutional letter of evaluation, which supplements their application to graduate health professional programs.

Students who have successfully completed the NYU postbaccalaureate program have been admitted to a variety of prestigious medical and dental programs, including Yale, Columbia, Cornell, Pittsburgh, SUNY, Mount Sinai, and Albert Einstein.

Prospective students are invited to explore the program and review the NYU prehealth science curriculum at cas.nyu.edu/content/cas/prehealth. Information sessions about the postbaccalaureate program are held throughout the year—typically in August, November, February, and May—to give prospective students an opportunity to meet with program staff and current postbaccalaureate students in a group setting. Please contact postbacc@nyu.edu or call 212-998-8160 with questions.

BARBARA AND EVAN CHESLER PRELAW PROGRAM

The College endorses the position of the Association of American Law Schools that a single “best” preparation for law school cannot be recommended. As such, there is no prescribed prelaw curriculum, so prelaw students are free to choose from the wide variety of courses offered at the College of Arts and Science.

Purpose of Prelaw Study

While the College does not require prelaw students to follow a specific academic curriculum, it does advise enrolling in courses that require extensive reading, research, and writing. The College Core Curriculum is excellent preparation for prelaw students, as it offers a rigorous and multidisciplinary foundation for advanced study in the humanities, social sciences, and natural sciences. The honors programs offered by several departments provide opportunities to complete substantial writing projects during the junior and senior years. No matter which major a student chooses, law schools value a
well-rounded liberal arts education, so students should select their electives wisely. For example, the precision of methodology and thought required of students in mathematics, computer science, logic, and the natural sciences will aid in the development of analytic skills, while a background in the behavioral sciences and the humanities (politics, economics, history, literature, philosophy, anthropology, and sociology) will offer a deeper understanding of human institutions and values, as well as opportunities for critical thinking and writing.

Advising
The staff of the College’s Preprofessional Advising Center (Silver Center, 100 Washington Square East, Room 901; 212-998-8160) can advise students on general course selection, participation in clubs and organizations, law school applications, and related issues. The office serves as a clearinghouse for dean’s certification forms, required by a number of law schools as part of their admissions process. The Lawyer Alumni Mentoring Program (LAMP) offers CAS sophomores, juniors, and seniors an opportunity to apply for one-on-one mentoring with experienced attorneys who are alumni of the College. Students should visit cas.nyu.edu/content/nuy-as/cas/prelaw for more information.

Other Prelaw-Related Activities
The New York University School of Law, conveniently located across the Square from the College, sponsors many events open to the University community. The school’s proximity allows prelaw students to observe first-year law school classes and to meet and speak informally with students actively pursuing legal studies. The College also sponsors talks by guest speakers on law-related topics and arranges for representatives from various law schools to visit the College for information. In addition, the Wasserman Center for Career Development co-hosts events and panels open to the university’s prelaw community.

ACCELERATED AND JOINT PROGRAMS LEADING TO GRADUATE OR SPECIALIZED DEGREES

Joint B.S./B.S. Program in Engineering
Since the fall of 2010, the College’s dual degree program with the NYU Tandon (formerly Polytechnic) School of Engineering has offered highly qualified and motivated students who are technically oriented the opportunity to pursue both a liberal arts program with a major in science and a traditional engineering program. The program is ideal for the student interested in science and engineering who is also eager for a liberal arts experience before entering an undergraduate engineering environment. Upon completion of this five-year program, students receive both a B.S. degree from the College of Arts and Science and a B.S. degree from the NYU Polytechnic School of Engineering. Students are admitted to the program as incoming freshmen.

See the section on engineering in this Bulletin for details. For more information, students may consult the academic adviser for the dual B.S./B.S. program in the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130) and visit engineering.cas.nyu.edu.

Accelerated Bachelor’s/Master’s Track with GSAS
The College of Arts and Science (CAS) and the Graduate School of Arts and Science (GSAS) offer students in many departments the opportunity to earn both the bachelor’s and master’s degrees in a shorter period of time and at less cost than is normally the case. Students may even be eligible to complete a master’s degree in a department different than that of their undergraduate major. Qualifying students are typically accepted towards the end of the sophomore year or during the junior year.

Students on the track must satisfy all requirements of both the bachelor’s and master’s degrees; there is no double-counting of courses. In order to complete the track in five years, students are required to complete at least a quarter of the graduate credits that are required for the master’s degree before earning the bachelor’s. This would mean at least eight graduate credits towards a 32-credit master’s program, or at least nine towards a 36-credit program. There are a few notable exceptions: as few as eight credits can be earned towards the 40-credit politics M.A. program, while nine and twelve credits are required towards the 32-credit economics M.A. and the 32-credit museum studies M.A., respectively. Students can earn additional graduate credits towards the master’s before they complete the bachelor’s, as their schedule permits.

Students in CAS and Global Liberal Studies (GLS) may apply to the track once they have completed a minimum of three semesters toward the bachelor’s degree (at least one semester in CAS is also required for transfer students), and prior to their final two undergraduate terms. To be eligible, students must have a minimum of two terms remaining in CAS or GLS (excluding January term) during which they are still working towards completion of undergraduate requirements. Students must have a minimum cumulative GPA of at least 3.0 to apply and, if admitted, to transition into GSAS.

Students must also satisfy any additional bachelor’s/master’s application prerequisite that may be set by their graduate program of interest. These may include a certain major GPA, declaration of the department’s undergraduate major or minor, completion of specified coursework, a relevant internship experience, or a meeting with the program director prior to application. Students interested in applying should carefully review the participating departments page of the bachelor’s/master’s program website (bachmast.cas.nyu.edu) to check for program-specific eligibility requirements. You may also contact the Center for Undergraduate Advising (Room 905, Silver Center; 212-998-8076) for more information.
Bachelor's/master's students who satisfy track requirements as undergraduates receive a scholarship covering 50% of master's tuition and registration fees during the graduate school year. The scholarship is provided only after completion of the bachelor's degree and upon matriculation into the Graduate School of Arts and Science (GSAS). It remains available for twelve months from the point of matriculation into GSAS, which is up to three consecutive terms. The bachelor's/master's scholarship is available to all students in the track, including international students, and it does not require an additional application.

Bachelor's/master's students are eligible for a 50% reimbursement for master's coursework that they took during a summer undergraduate term or in excess of 18 credits in a fall or spring undergraduate semester. This reimbursement is available during the GSAS year and it supplements the 50% reduction of tuition and fees for new master's coursework taken during that year. Beyond the 50% track scholarship, students may be eligible for additional forms of financial aid once they matriculate into GSAS.

Application guidelines and a schedule of walk-in advising hours for this track are available on the bachelor's/master's track website (bachmast.cas.nyu.edu).

Accelerated BA/MA track with Bioethics (GPH)

The College of Global Public Health (GPH) offers CAS and GLS undergraduates the opportunity to complete a master's in bioethics in less time and at a reduced cost. Students on the track must satisfy all requirements of both the bachelor's and master's degrees; there is no double-counting of courses. In order to complete the track in five years, students are required to complete at least six of the graduate credits that are required for the bioethics master's degree before earning the bachelor's.

Students in CAS and Global Liberal Studies (GLS) may apply to the track once they have completed a minimum of three semesters toward the bachelor's degree (at least one semester in CAS is also required for transfer students), and prior to their final two undergraduate terms. To be eligible, students must have a minimum of two terms remaining in CAS or GLS (excluding January term) during which they are still working towards completion of undergraduate requirements. Students must have a minimum cumulative GPA of at least 3.0 to apply and, if admitted, to transition into bioethics.

Bachelor's/master's students who satisfy track requirements as undergraduates receive a scholarship for 25% of master's tuition and registration fees during the graduate school year. The scholarship is provided only after completion of the bachelor's degree and upon matriculation into the Bioethics Master's program, and covers 26 credits worth of tuition after matriculation. The bachelor's/master's scholarship is available to all students in the track, including international students, and does not require an additional application. Beyond the 25% track scholarship, students may be eligible for additional forms of financial aid once they matriculate into bioethics.

Application guidelines and a schedule of walk-in advising hours for this track are available on the bachelor's/master's track website (bachmast.cas.nyu.edu).

Accelerated Bachelor's/Master's Teacher Education Programs (CAS and Steinhardt)

The College of Arts and Science (CAS) and the Steinhardt Department of Teaching and Learning offer dual degree programs that allow CAS students in selected majors to complete both their B.A. and an M.A. in teacher education from the Steinhardt School of Culture, Education, and Human Development. Students admitted to one of the B.A./M.A. teacher education programs can, with careful planning, earn both degrees at less cost than is normally the case.

These dual degree programs combine the benefits of a broad liberal arts education at the undergraduate level with a professional education at the graduate level. All programs qualify graduates for initial certification as a teacher in grades 7 through 12 in most states around the country.

At this time, CAS and Steinhardt offer the following dual degree teacher education programs:

- B.A. in English/M.A. in teaching English, grades 7-12
- B.A. in history/M.A. in teaching history, grades 7-12
- B.A. in mathematics/M.A. in teaching mathematics, grades 7-12

Students admitted to a bachelor’s/master’s teacher education track complete graduate credits in teacher education as regular electives during their junior or senior years. Students may view required courses for their particular track by visiting Steinhardt’s accelerated B.A./M.A. teacher education program website (steinhardt.nyu.edu/teachlearn/dual) and may receive additional guidance from Steinhardt’s graduate student advisor (Nathan Tovar, teachlearn.gradadvis@nyu.edu). Designated track courses may count toward both the B.A. and M.A. degrees. After graduation and pending admission to Steinhardt, students who have completed the teacher education track as undergraduates can finish the remaining credits required for the M.A. degree in one additional year of study.

The application process for matriculated CAS students consists of two parts. Students first apply to the teacher education track in their major. To be eligible for consideration and admission to the track, a student must have an approved major (see above) and a cumulative GPA of at least 3.0. Students may apply to the track once they have completed a minimum of three semesters toward the bachelor's degree (at least one semester in CAS is also required for transfer students), and prior to their final two undergraduate semesters. For formal admission to Steinhardt, CAS seniors must also submit the Steinhardt graduate application prior to graduating from CAS. Admission to the teacher education track does not guarantee admission to Steinhardt.

Application guidelines and a schedule of walk-in advising hours for this program are available on the bachelor's/master's program website (bachmast.cas.nyu.edu).

New York University offers students the opportunity to simultaneously pursue a Bachelor of Arts (B.A.) from the College of Arts and Science and a Master of Public Administration (M.P.A.) or Master of Urban Planning (M.U.P.) from the Robert F. Wagner Graduate School of Public Service. Students admitted to the B.A./M.P.A. or B.A./M.U.P. program can, with careful planning, earn both degrees in a shortened time and at less cost than is normally the case. This program combines the benefits of a broad liberal arts education at the undergraduate level with a professional education at the graduate level.

- CAS undergraduates in any major may apply to the B.A./M.P.A. track. Students choose between two programs in Wagner—either public and nonprofit policy and management, or health policy and management—and then further specialize within either program.
- CAS undergraduates in any one of six approved majors are eligible to apply to the B.A./M.U.P. track; the majors are economics, international relations, metropolitan studies, politics, sociology, and urban design and architecture. Students select an area of specialization within the urban planning program.

Admission to the B.A./M.P.A. or B.A./M.U.P. track is open to CAS students who have completed at least three semesters in the College with a cumulative GPA of 3.0 or higher (at least one semester in CAS is required for transfer students). For formal admission to Wagner, CAS seniors must also submit the Wagner application prior to graduating from CAS; admission to the B.A./M.P.A. or B.A./M.U.P. track does not guarantee admission to Wagner.

To gain maximal benefit from the combined degree program, participating students should aim to complete, while still undergraduates, 21 of the 45 points required for the M.P.A. or M.U.P. This advanced standing can be earned by enrolling in approved courses at Wagner or by taking equivalent courses in CAS, a list of which may be obtained at the website below. Designated track courses may count towards both the undergraduate and graduate degrees. Courses are selected in consultation with the assistant director of advisement and student services in Wagner.

Application guidelines and a schedule of walk-in advising hours for this program are available on the bachelor’s/master’s program website (bachmast.cas.nyu.edu).

INTERNSHIPS

One defining characteristic of the New York University educational experience is the opportunity students have to apply their classroom learning to real-life experiences in a variety of professional and community-service settings. New York City provides such opportunities in abundance, and the College of Arts and Science and the University take full advantage of our location in the financial, cultural, scientific, and media capital of the world. Our alumni base, for example, encompasses every conceivable profession, and alumni give generously of their time to undergraduate students seeking experiential learning.

A recent survey by the University’s Wasserman Center for Career Development showed that 83 percent of graduating seniors in the College held a job or internship related to their field of interest during their undergraduate years. Many different types of opportunities are available to students; some are paid, some involve volunteerism on the part of a student, and some carry academic credit—and all of these can be valuable. For the purpose of securing and making the most of such opportunities, students should consider the following criteria as a guide. For further information, contact the Wasserman Center for Career Development (133 East 13th Street, 2nd Floor; 212-998-4730). Career counselors are available by appointment at the Wasserman Center; appointments may also be made through the Wasserman Center to meet with a career counselor in the College offices (100 Washington Square East, 9th Floor).

Paid Internships

These are the most common form of internship. Jobs related to a student’s professional interests provide pay for the work that students are doing for the organization. Many companies and organizations provide part-time jobs that allow students to gain experience and to network in the field, while at the same time helping to alleviate the financial burden of being a college student. (Please note: Some for-profit companies ask students to volunteer, but allow it only if the student can earn academic credit. Many of these so-called internships do not relate directly to a student’s academic work and might not be 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.)

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 academic research and writing in addition to the practical work experience, a reporting of findings, and a formal assessment of the student’s work. All such internships require permission of the department or program, and registration for them must be within the regular deadlines. Departments offering credit-bearing internships may restrict them to declared majors, since those students have the requisite background. Internship courses can be counted toward some majors but not toward others. Students should check relevant websites (and sections in this Bulletin) to learn more about the
specific policies and procedures pertaining to credit-bearing internships in different CAS departments and programs.

Whether an internship is paid or unpaid has no bearing on whether or not it can be taken for CAS credit. However, the decision to sponsor and grant credit for an internship, or not, rests solely with each academic department of the College.

Academic credit for internships must be based solely on the academic work produced in the internship. No credit should be awarded merely for attending the internship, whether paid or unpaid. The College recommends 2-point internships for academic work of approximately 10 pages of writing plus adequate reading. In rare cases student may earn 4 points; in these cases the academic work must be equivalent to that produced in a regular 4-point course.

**State Law and Credit-Bearing Internships**

Owing to recent changes in states’ laws governing out-of-state entities and their right to award credit for certain educational experiences, including internships, within state boundaries (known as “state authorization”), CAS can only award credit for internships that take place in:

- Alabama
- Alaska
- Arizona
- Arkansas
- Colorado
- Connecticut
- Delaware
- District of Columbia (Washington, D.C.)
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- Virgin Islands

The list above will be updated as NYU obtains authorization in other states.

**Internships Abroad**

Whether a CAS student is able to participate in a for-credit internship outside the United States depends on many variables, including the student’s country of citizenship and local laws in the host country. Please seek advisement and preapproval from Office of Global Programs staff (global.internships@nyu.edu) and the director of undergraduate studies in your department before undertaking a non-US internship.

**Independent Study**

In some CAS departments, independent study that draws on the activity or environment of the internship may be a possibility. Like a credit-bearing internship, independent study requires a proposal by the student, careful guidance from a faculty member, and a body of work that can be evaluated for course credit.
Arts and Science Summer and Winter Programs

For information on all NYU summer programs, visit nyu.edu/summer.

For information on all NYU winter programs (the January term), visit nyu.edu/winter.

Students may meet with an adviser in the College Advising Center, Silver Center, Room 905 (212-998-8130) to discuss summer or January course selection. Students with a declared major/minor are required to see their department adviser for summer or winter registration approval and for advice on which courses, if any, may count toward major/minor requirements.

SUMMER AT WASHINGTON SQUARE

The College of Arts and Science offers a full range of courses in the summer. Over 500 arts and science courses are given on campus in the summer, in subjects ranging from social sciences to natural sciences to humanities. Qualified students may also enroll in courses open to undergraduates in the Graduate School of Arts and Science. The summer program is divided into two six-week sessions, and students may register for one or both sessions. Please visit nyu.edu/summer for more information.

Students from other colleges and universities may apply to participate as visiting students for the summer session, provided they have the proper prerequisites for the courses they wish to take. Application and deadline information may be found at nyu.edu/admissions/visiting-students/apply.

First-year and transfer students who have been accepted for the fall term at NYU may register for courses during the summer sessions. Interested students should contact the Office of Undergraduate Admissions to begin the process for enrolling in summer courses. They will then be referred to the College Advising Center for advisement and clearance. All students registered for at least one course are guaranteed housing.

SUMMER AWAY

The College of Arts and Science (CAS) runs several summer abroad programs. Most programs are six weeks in duration. Led by a member of the distinguished Faculty of Arts and Science, each program meets specific academic goals in the study of the art, architecture, history, politics, language, or literature of the region. Specialized summer programs allow students to pursue concentrated work in creative writing (Florence and Paris), journalism (Ghana), and urban design (London). Study tours and weekend excursions are an integral part of each program. Program availability may vary from year to year. Admissions and curriculum information is available at nyu.edu/summer/abroad/cas. A priority application deadline is specified for each program. Since some programs fill very quickly, applying before this deadline is strongly encouraged.

CAS summer abroad programs may include:

• Summer in Athens
• Summer in Berlin
• Summer in Dublin
• Summer in Florence
• Writers in Florence
• Journalism in Ghana
• Summer in London
• Urban Design in London
• Summer in Madrid
• Summer in Paris
• Writers in Paris
• Summer in Tel Aviv
• Summer Internship in Washington, D.C.

Summer in Athens

Summer in Athens is a six-week summer program that combines classroom study of the language, history, and culture of Greece with activities and excursions that introduce students to all aspects of Greek life. The interdisciplinary program aims to provide students with an appreciation of Modern Greek language and literature, and an understanding of how Greeks today reinterpret their classical, Byzantine, and Ottoman heritage. Field trips may include walking tours of Athens, visits to monuments and museums, evening outings to performances, and a half-day trip to Attica’s beautiful coastline and Poseidon’s temple at Cape Sounion. Weekend excursions may include trips to Mycenae and Epidaurus as well as Delphi, Olympia, and the Cycladic island of Santorini.

Summer in Dublin

The focus of the summer program in Dublin is contemporary Ireland and its culture. The program is centered at Trinity College, Ireland’s oldest university, situated in the heart of Dublin, where students reside and take classes. Courses include Irish literature, history, politics, visual and performing arts, creative writing, popular culture, and the Irish language.
The academic program is complemented by a series of field trips and cultural and social activities designed to broaden students’ knowledge of Ireland. Among the typical evening activities are outings to the theatre, poetry readings, screenings at the new Irish Film Center, and traditional music sessions. Weekend excursions vary, but often include Donegal and Galway.

**Summer in Florence**

Summer in Florence is an undergraduate six-week summer program that offers courses in language, literature, culture, history, art, and architecture, providing students with a framework for understanding both the traditions of the past and the richness of contemporary culture in Florence. Lectures are supplemented with field study in museums and sites in and around the city.

**Writers in Florence**

The College of Arts and Science Creative Writing Program offers Writers in Florence, a specialized program at the NYU Global Academic Center in which students focus on either poetry or fiction and participate in daily workshops and craft classes where they receive guidance from accomplished professional writers. Course work includes readings and lectures by Florence-based writers and publishing professionals. Program faculty and staff plan literary walking tours as well as visits to parks, restaurants, cafés, and historic homes of famous writers.

**Journalism in Ghana**

Arts and Science offers a summer journalism program for undergraduate students in which students spend six weeks reporting on local issues and culture, both individually and in teams. Seminars are held with local scholars, elected officials, community leaders, artists, and journalists.

**Summer in London**

CAS’s six-week summer program offers students the opportunity to pursue study of British drama, visual arts, literature, and politics with distinguished NYU and local faculty. Students register for 8 points of coursework. The program includes excursions around London and further afield to Canterbury, Bath, Dover Castle, and Stonehenge.

**Urban Design in London**

CAS also offers a specialized four-week summer program called Urban Design in London, a summer study program intended for students interested in a career in architecture, architectural history, art history, urban planning, or architectural preservation. Contemporary British architecture and urban issues are engaged within the context of history and tradition. The course is intensive and involves daily trips over a three-week period throughout London and its environs.

**Summer in Madrid**

This CAS six-week summer session provides instruction at the elementary, intermediate, and advanced levels of spoken and written Spanish; contemporary Spanish culture and literature; and Spanish theatre, cinema, and art history. Students can also take advantage of the cultural activities and excursions organized by the program.

**Summer in Paris**

Summer in Paris is held at the NYU Paris Global Academic Center. The undergraduate program combines the study of language, literature, contemporary French culture, theatre, and cinema with extracurricular activities and outings to expose students to all aspects of French life. Weekend excursions are also part of the program, which may include the famous Avignon Theatre Festival.

**Writers in Paris**

The College of Arts and Science Creative Writing Program offers Writers in Paris, a specialized program at the NYU Global Academic Center in which students focus on either poetry, fiction, or creative non-fiction and participate in daily workshops and craft classes where they receive guidance from accomplished professional writers. Coursework includes readings and lectures by Paris-based writers and publishing professionals. Program faculty and staff plan literary walking tours as well as visits to parks, restaurants, cafés, and historic homes of famous writers.

**Summer in Tel Aviv**

This program leverages Tel Aviv’s multicultural present to provide a global perspective on the Middle East and Jewish-Arab society. Open to all undergraduates, Summer in Tel Aviv may be of special interest to those studying religion, politics, history, international relations, Middle Eastern and Islamic studies, or Hebrew and Judaic studies.

**Summer Internship in Washington, D.C.**

Students enroll in a 4-credit internship course that meets weekly to accompany a full-time internship. Classroom discussion informs experiential learning as students intern at one of the many government agencies, international organizations, NGOs, museums, and media companies that call Washington, D.C. home.

**JANUARY TERM**

The College of Arts and Science offers a selection of courses during the three-week January term held at the Washington Square campus. These shorter-form courses allow students to focus intensively on specific academic interests. January term courses also take advantage of the many cultural resources New York City has to offer to enhance the classroom experience. Recent winter course offerings include:

- Creative Writing: Introduction to Fiction and Poetry; Cinema and Urbanism; and Music of New York. Please visit nyu.edu/winter for more information.
A College of Arts and Science student with a GPA of 3.0 or higher may apply to study away for one semester or a full academic year at an NYU global academic center or through the international exchange program. Choosing to study away is a simple process designed to help students understand their options and make sure that the courses fit well into their overall academic plan. The NYU global academic centers offer NYU courses in NYU-managed academic facilities, a full-time staff, faculty hired locally and appointed by a committee in New York, and guaranteed student housing assignments. The international exchange program allows students to enroll directly at an approved exchange partner university while remaining as an NYU student paying NYU tuition and retaining the same NYU financial aid award.

First, students should contact the Office of Global Programs (212-998-4433; nyu.edu/studyaway) for information on all study away options.

Second, they should consult their academic adviser in the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130), or, if they have already declared a major, in their department, for more detailed and customized advice and approval of a specific course of study. Before students can register for study away courses, their adviser must approve the course work they will complete.

Some study away courses bearing the suffixes –UH (NYU Abu Dhabi) and –SHU (NYU Shanghai) do not count against each CAS student’s 16-point allowance in the other schools of NYU. In addition, some of these courses are also approved to count toward a CAS major or minor, either as a course equivalent or as a major/minor elective. Students should check with their adviser and view course descriptions at the NYU Abu Dhabi and NYU Shanghai websites.

However, no –UH or –SHU courses can count toward the 64 credits that internal or external transfer students are required to complete in CAS (–UA) courses, even if they are accepted toward a CAS major or minor.

Third and finally, students who are interested in studying at a NYU global academic center should submit an application online through the Application Center in Albert. Consult nyu.edu/studyaway for fall and spring semester application deadlines. Applicants are encouraged to plan ahead and apply early, as some programs fill quickly.

Requests are processed and reviewed by the Office of Global Programs, as well as by the Office of the Associate Dean for Students. Considerations used in determining whether the program is appropriate for the applicant include academic and disciplinary standing and progress to degree. Confirmation letters are sent directly to the applicant with instructions for registration, pre-departure arrangements, and orientation information.

Students who wish to study away in a non-NYU program must petition the associate dean for students in writing, showing academic justification for choosing the program. After the petition has been reviewed, the student will be informed of the outcome. For further information, contact the Office of the Associate Dean for Students (Silver Center, Room 909B; 212-998-8140).

For application information for the academic year, visit nyu.edu/studyaway or contact the NYU Office of Global Programs, 383 Lafayette Street, New York, NY 10003-4170; 212-998-4433. For more information on summer sessions away, visit nyu.edu/summer/abroad/cas.

NYU offers study away for a semester or a year at its global academic centers:

- Abu Dhabi, United Arab Emirates
- Accra, Ghana
- Berlin, Germany
- Buenos Aires, Argentina
- Florence, Italy
- London, United Kingdom
- Madrid, Spain
- Paris, France
- Prague, the Czech Republic
- Shanghai, China
- Sydney, Australia
- Tel Aviv, Israel
- Washington, D.C., USA

NYU Abu Dhabi

NYU Abu Dhabi, the University’s first degree-granting campus outside the U.S., is a study away option for students earning their degree in New York. Located in the global crossroads of the Arabian Gulf, NYU Abu Dhabi offers study away students the opportunity to continue their education at a comprehensive research university among students who come from all over the world. Small class sizes allow students to develop close relationships with professors. Students can choose from a wide array of courses in the liberal arts and sciences, many of which respond to the location of Abu Dhabi and promote an understanding of Middle Eastern history and culture. Language courses in Arabic, Chinese, and French are offered.

The NYU Abu Dhabi campus is located on Saadiyat Island. Five hundred meters off the mainland, the island is being
planned for a population of 150,000, with a cultural district featuring several museums, including the Louvre Abu Dhabi. The NYU campus has facilities dedicated to academics and research, residential life, library, dining, performance and the arts, and athletics. In addition to the main campus, the NYUAD Center for Science and Engineering (CSE) provides extensive teaching and research space.

Most study away courses bearing the suffix –UH (NYU Abu Dhabi) do not count against each CAS student’s 16-point allowance in the other schools of NYU. In addition, some of these courses are also approved to count toward a CAS major or minor, either as a course equivalent or as a major/minor elective. Students should check with their adviser and view course descriptions at the NYU Abu Dhabi website.

However, no –UH courses can count toward the 64 credits that internal or external transfer students are required to complete in CAS (–UA) courses, even if they are accepted towards a CAS major or minor.

**NYU ACCRA**

NYU’s global academic center in Accra, the capital of Ghana, offers courses in the arts, literature, communication, journalism, media, anthropology, history, politics, global public health, and sociology taught by leading scholars, artists, writers, and public intellectuals drawn from Accra and the local region. Students at NYU Accra have the unique opportunity to enhance coursework relevant to their majors with enrollment at the University of Ghana-Legon, where they may take up to two courses while studying alongside West Africa’s top students.

Many NYU Accra students intern and take part in community service with NGOs, local businesses, and philanthropic groups, helping them to understand social entrepreneurship in a fast-developing city. Numerous cocurricular travel opportunities introduce students to the diversity and complexity of West African culture. Whether learning Twi, the city’s local dialect, or embracing local West African culture, students at NYU Accra are rewarded with an unparalleled intellectual and cultural experience.

All students are required to reside in NYU-arranged housing facilities as a condition of enrollment at NYU Accra. The housing facilities are located in a residential neighborhood within walking distance of the academic center and provide shared bedrooms, kitchens, and common space. In addition, Arts and Science offers a summer journalism program at the Academic center in Accra. For more information, please consult nyu.edu/summer.

**NYU BERLIN**

At NYU Berlin, located in the trendy Prenzlauer Berg neighborhood in central Berlin, students experience a cosmopolitan city that holds a complex and crucial place in modern European history. Youthful, artistic, and hip, Berlin has traveled a path that led from the defining cultural avant-garde of the Weimar Republic to the devastation of World War II, from a divided city symbolizing the Cold War to today’s reunified and renewed capital.

The program at NYU Berlin is designed for students in the social sciences and humanities who want to earn credit in their majors—including sociology, psychology, history, politics, environmental studies, and European studies—while having a transformative experience abroad. Courses are taught in English, and German language courses are offered at all levels. Day trips and guided excursions in and around Berlin are included in the program. An internship program enables select students to connect with local organizations and obtain professional and cultural experience.

NYU Berlin students live in the lively district of Kreuzberg in residential buildings approved by NYU. Student housing is located just a short walk from major subway lines, making the commute to classes at the academic center about 35–40 minutes by public transport.

In addition, Arts and Science sponsors a six-week summer program that offers students the opportunity to study German language, literature, film, art, and architecture; experience the cultural life of Europe’s most exciting capital city; encounter the traces of German history; and explore the transformation of the former capital of the Cold War into a city that connects Eastern and Western Europe. For more information, please consult nyu.edu/summer.
NYU BUENOS AIRES

NYU Buenos Aires offers students the exceptional opportunity to learn about the people, history, culture, politics, and economy of Argentina and the region while living in one of South America’s most vibrant cities. Courses are taught in Spanish and English by some of Argentina’s most talented scholars, journalists, and public health professionals, as well as renowned writers and musicians. The curriculum provides a cultural framework for coursework in subjects ranging from art history, cinema studies, and creative writing to politics, global public health, sociology, and economics. All students at NYU Buenos Aires take a Spanish language course at their appropriate level upon arrival or, if they possess advanced skills, an elective in the language.

A place of renewed growth and prosperity, Buenos Aires is one of the most important financial and cultural centers in Latin America. The NYU global academic center is located in the handsome Recoleta district, near vibrant Avenida Santa Fe. Staff members organize and offer a myriad of activities for students to take part in, ranging from regional travel to destinations such as Iguazu Falls, Rosario, and Tigre to cultural and social events so that students can meet local “porteños” and connect more to the city. Internship opportunities at local NGOs and media offices open doors for students to engage in the community and practice Spanish. Museums, class field trips, and concerts offer opportunities to go beyond day-to-day cultural experiences and better understand the dynamic past and present of the Argentine capital. Most students live in homestays which brings the everyday Argentine way of living to life as students share meals, ideas and activities with their host parents. A small group of students live in a residential building within walking distance of the academic center.

NYU FLORENCE

NYU Florence offers a strong and coherent humanities curriculum of art history, history, cinema, and literature, alongside a focused concentration in social research, physics, public policy, and law. Each of these two separate but not unrelated parts takes advantage not only of the extraordinary cultural resources provided by the city of Florence and Italy in general, but also of a unique array of cocurricular lectures and activities through the La Pietra Dialogues series that make the Florence campus a dynamic center for scholarly activity and global policy discussions. Cultural activities and field trips in and around Florence and Tuscany are an integral part of the cocurricular program.

Courses are taught in English. Italian language courses are available at all levels, and an intensive Italian Language Program is available for students at the intermediate level or beyond who want to accelerate their language acquisition and engage with Florentine culture at the same time.

Students with advanced proficiency in Italian may take courses taught in Italian at the academic center or may directly enroll in courses at the University of Florence for up to half of their coursework.

The academic center is located just north of the city center on a magnificent 57-acre estate bequeathed to the University by Sir Harold Acton, a distinguished patron of the arts. The estate is comprised of five villas, most notably La Pietra, which houses an early Renaissance art and furniture collection, and its grounds feature one of the most authentically restored Renaissance gardens in all of Tuscany.

Some students reside on the estate in one of two villas that have been dedicated to student housing; other students live in downtown Florence in shared residences or in a homestay in an Italian household.

Arts and Science sponsors a six-week summer program in Florence that offers courses in language, literature, culture, history, art, and architecture, providing students with a framework for understanding both the traditions of the past and the richness of contemporary culture in Florence. Lectures are supplemented with field study in museums and sites in and around the city.

In addition, the College of Arts and Science Creative Writing Program offers Writers in Florence, a specialized program in which students focus on either poetry or fiction and participate in daily workshops and craft classes where they receive guidance from accomplished professional writers. Course work includes readings and lectures by Florence-based writers and publishing professionals. Program faculty and staff plan literary walking tours, as well as visits to parks, restaurants, cafés, and historic homes of famous writers.

For information on either summer program in Florence, please consult nyu.edu/summer.

NYU LONDON

Centrally located in Bloomsbury, the heart of London’s university district, students at NYU London take advantage of a wide range of academic programs complemented by the rich cultural experience of living in one of Europe’s most storied cities. Specialized programs are available in Africana studies, art and architecture, business, mathematics, British literature and writing, prehealth, child and adolescent mental health studies, and psychology. Additionally, NYU is one of the only
NYU MADRID

At NYU Madrid students advance their command of Spanish while engaging with European traditions and culture. Established in 1958 as NYU’s first global academic center, NYU Madrid offers Spanish language instruction at all levels, as well as courses in economics, politics, Spanish culture, Spanish American literature, business, journalism, history, civilization, anthropology, the social and political sciences, fine arts, and cinema.

For students with no previous knowledge of Spanish, elementary language courses are offered along with a curriculum taught in English. Students at the intermediate level can take courses conducted in Spanish designed especially for their skill level. During the spring semester qualified students who are fluent in Spanish may take up to two courses at our affiliated university, Universidad Autónoma de Madrid (UAM).

Madrid is the political and cultural center of Spain and one of the liveliest and friendliest capital cities in Europe, replete with magnificent architecture, world-class museums, and delicious cuisine. Students at NYU Madrid enjoy a semester of rich cultural experiences that complement their studies, whether they’re on a class trip to the Museo del Prado to learn firsthand about Goya’s masterpieces or at an out-of-the-way tapas bar on Cava Baja. An opportunity to intern is offered each semester which brings students into local institutions and businesses to gain first hand experience.

Many students live in homestays with Spanish host families, which encourages them to build a deeper connection with Spanish culture and provides an opportunity to practice speaking in a more casual environment. A second housing option assigns NYU Madrid students to live together in a NYU arranged group residence. An Intercambio Program brings NYU Madrid students together with local students to practice their Spanish and make friends.

The Arts and Science six-week summer session in Madrid provides instruction at the elementary, intermediate, and advanced levels of spoken and written Spanish; contemporary Spanish culture and literature; and Spanish theatre, cinema, and art history. Students can also take advantage of the cultural activities and excursions organized by the program. For more information, please consult nyu.edu/summer.

NYU PARIS

The curriculum at NYU Paris focuses on the language, arts, history, literature, media, music, and politics of France and its relationships with the wider world. A world-class faculty provides context and support for students’ academic work. Students with a limited or no background in French choose from courses that are taught in English. Students proficient in French choose from a variety of courses taught in French. All students take a French language course appropriate to their level. Students also have the opportunity to take a course or two through an arrangement at one of the local French universities or conduct an internship with a local organization. Coursework is enhanced by faculty-led trips in and around Paris, to world-renowned museums such as the Louvre and the Musée Picasso or to smaller galleries and exhibits, as well as to the...
NYU STUDY AWAY • COLLEGE OF ARTS AND SCIENCE • NEW YORK UNIVERSITY

NYU Shanghai

NYU Shanghai, the University’s second degree granting campus outside the U.S., offers a study away option for students interested in a semester or year studying in this exciting business and cultural center. Located in the Pudong district in the heart of China’s most dynamic city, which boasts a population estimated around 24 million, the NYU Shanghai campus has facilities for academics and research, library, computer labs, and student activities. Students are guaranteed housing in NYU-arranged residences a transit ride from campus.

A metropolis with strikingly modern architecture, Shanghai is the perfect locale from which to observe the interplay of various forces that have turned China’s economy into one of the world’s largest in a very short time. At NYU Shanghai students will find courses taught in English by prestigious faculty in a variety of disciplines in liberal arts, science, and engineering. Students are drawn to NYU Shanghai from China, the United States, and from around the world, all seeking an academic environment that encourages cross-cultural learning, exploration, and development. NYU Shanghai provides students with access to on-site academic administrators who will advise them during their stay, as well as to a full-time student affairs staff. Studying at NYU Shanghai affords students the exceptional opportunity to learn about the history and culture of this ever-developing country while participating in the vibrant activities of day-to-day life in Shanghai.

Some study away courses bearing the suffix –SHU (NYU Shanghai) are not counted against each CAS student’s 16-point allowance in the other schools of NYU. In addition, some of these courses are also approved to count toward a CAS major or minor, either as a course equivalent or as a major/minor elective. Students should check with their adviser and view course descriptions at the NYU Shanghai website.

The College of Arts and Science Creative Writing Program offers Writers in Paris, a specialized summer program in which students focus on either poetry or fiction and participate in daily workshops and craft classes in which they receive guidance from accomplished professional writers. Coursework includes readings and lectures by Paris-based writers and publishing professionals. Program faculty and staff plan literary walking tours, as well as visits to parks, restaurants, cafés, and historic homes of famous writers.

For information on either summer program in Paris, please consult nyu.edu/summer.

NYU Prague

NYU Prague, located in two 15th-century buildings only steps away from the Old Town Square and the historic clock tower, offers students a broad curriculum in art, architecture, journalism, film, media, music, photography, politics, business, the humanities, and social science. Courses are taught by a diverse faculty, including noted writers, foreign ambassadors, and leading dissidents of the Velvet Revolution, the nonviolent political movement that ended the Communist regime in Prague in 1989.

A specialized program in music and the performing arts pairs students in private lessons with the most talented musicians in the nation, while music and photography students have access to on-site practice space and darkrooms. All courses are taught in English except for language courses in Czech, German, Polish, and Russian.

Prague has emerged as a crown jewel of central Europe—a vibrant center of culture and thought that attracts students from around the world. NYU Prague students engage in this environment via cocurricular programming that includes attendance at global conferences in the city and a dynamic lecture series hosted at the NYU Prague Institute for Democracy, Economy, and Culture. Internships are widely available. In past semesters students have written for Czech magazines and worked with the public relations and fundraising arms of the Archá and Ponec theatres and the Prague Philharmonic Orchestra.

NYU-arranged housing is provided in residential buildings a short commute from the academic center on public transit. NYU Prague staff plan a series of activities to introduce students to the exciting cultural history and characteristics that make Prague unique.

NYU PARIS

NYU Paris, located in two 15th-century buildings only steps away from the Old Town Square and the historic clock tower, offers students a broad curriculum in art, architecture, journalism, film, media, music, photography, politics, business, the humanities, and social science. Courses are taught by a diverse faculty, including noted writers, foreign ambassadors, and leading dissidents of the Velvet Revolution, the nonviolent political movement that ended the Communist regime in Prague in 1989.

A specialized program in music and the performing arts pairs students in private lessons with the most talented musicians in the nation, while music and photography students have access to on-site practice space and darkrooms. All courses are taught in English except for language courses in Czech, German, Polish, and Russian.

Prague has emerged as a crown jewel of central Europe—a vibrant center of culture and thought that attracts students from around the world. NYU Prague students engage in this environment via cocurricular programming that includes attendance at global conferences in the city and a dynamic lecture series hosted at the NYU Prague Institute for Democracy, Economy, and Culture. Internships are widely available. In past semesters students have written for Czech magazines and worked with the public relations and fundraising arms of the Archá and Ponec theatres and the Prague Philharmonic Orchestra.

NYU-arranged housing is provided in residential buildings a short commute from the academic center on public transit. NYU Prague staff plan a series of activities to introduce students to the exciting cultural history and characteristics that make Prague unique.
However, no –SHU courses can count toward the 64 credits that internal or external transfer students are required to complete in CAS (–UA) courses, even if they are accepted towards a CAS major or minor.

NYU SYDNEY

Located in Australia’s largest and most cosmopolitan city, NYU Sydney provides students with the unparalleled opportunity to live and study in a hub of commerce, culture, and communication in the Asia-Pacific region. NYU Sydney students will be able to explore Aboriginal art and culture, products of the longest continuous civilization on the planet. Courses will introduce Australia’s rich history of immigrant communities that formed this continent-sized nation with unique and compelling characteristics. The curriculum offers classes in anthropology, business, English, creative writing, environmental studies, global public health, journalism, prehealth, child and adolescent mental health studies, psychology, and communications. Students may also participate in internships which enables them to gain professional experience in a number of different fields. The NYU Sydney global academic center is located in a recently renovated historic building in the Rocks area of central Sydney near the renowned harbor. The facility houses the administrative offices, classrooms, computer lab, and reading room. A common area doubles as a study lounge and space for social gatherings. Students are assigned housing in an NYU-arranged residence a short commute on public transit from the academic center. Leading professors drawn from Sydney and the local region along with NYU staff support students as they engage with the city and local culture. NYU-organized study trips taking students beyond the areas visited by casual tourists are an essential part of the cocurricular program.

NYU TEL AVIV

Tel Aviv, a vibrant Mediterranean metropolis, is the financial and technological center of Israel. Here, students have the opportunity to acquire a sophisticated understanding of Israel and the Middle East, and of the interrelationships between cultures, political movements, and religious traditions.

The curriculum at NYU Tel Aviv is particularly well suited for students studying history, politics, biology, chemistry, business, cinema studies, journalism, and the social sciences. While students study with great teachers in a variety of fields, they also develop competency in Hebrew or Arabic and, through a credit-bearing internship course, may engage with local cultural and community organizations, businesses, and nongovernmental organizations (NGOs). NYU Tel Aviv has a dedicated faculty that includes established scholars, artists, journalists, and public intellectuals whose internationally valued work transcends traditional disciplinary boundaries. Students may also choose from a short list of approved courses offered at Tel Aviv University.

The NYU Tel Aviv academic center is a newly renovated building in North Tel Aviv. In the building students will find classrooms, lounge space, study space, and outdoor patio, and staff offices.

All students live in a building a short walk from the academic center in NYU-arranged housing located in a residential neighborhood near Yarkon Park, often compared to New York’s Central Park for its sports facilities, botanical gardens, aviary, water park, concert venues, and lakes. Outside class, students can enjoy Tel Aviv’s Bauhaus-inspired modern architecture, world-class museums, modern art galleries, dance and theatre performances, opera, jazz, classical music, and an emerging alternative music scene.

NYU WASHINGTON, D.C.

No global network would be complete without a location in the U.S. capital, the seat of the federal government, home to 174 embassies, headquarters of numerous international policy-making bodies and think tanks, and the site of many museums, monuments, and cultural institutions.

At NYU Washington, D.C., students will find study and research opportunities in an array of subjects, including American studies, art history, business, economics, environmental studies, history, journalism, metropolitan studies, politics, prelaw, and public policy, all enhanced by access to Washington’s distinctive intellectual, political, and cultural life. The competitive NYU Washington, D.C. Global Leadership Scholars Program enables a select group of students to enroll in an intensive leadership course where participants learn about the meaning of global leadership in the 21st century.

Students learn under the guidance of a world-class faculty and engage in carefully
selected and academically supervised internships with elected officials, government agencies, international organizations, NGOs, museums, media, and other institutions.

Students live and attend class just blocks from the White House, the World Bank, and the Smithsonian museums at NYU’s Constance Milstein and Family Global Academic Center, which features seminar rooms, an auditorium, computer lab, reading room, and student lounges on each floor. The center also serves as a venue for dynamic public programming featuring leaders in government, business, and culture as well as notable public figures as part of the Weissberg Forum for Discourse in the Public Square. These events encourage students to discuss topical issues with distinguished speakers and contribute to an academic environment that deepens their understanding of public policy, civic activism, cultural studies, international concerns, green initiatives, media matters, political debates, legal issues, and business affairs.

In addition to the connections students make at their internship placements, students also have opportunities to become involved with the local community through programming and activities that include visits to places of historic significance, tours of museums, galleries and monuments, and volunteer opportunities in the community. A large NYU alumni network provides additional opportunities for students, including support for our mentoring program.

INTERNATIONAL STUDENT EXCHANGES

College of Arts and Science students have the opportunity to study away for a semester or an academic year at outstanding universities in other countries as part of their NYU education through exchange partnerships arranged between NYU and select institutions. Many of the universities in the NYU International Exchange Program offer courses in English, while some require fluency in the language of the host country. For an up to date list of the exchange partners and to learn more about course offerings and language requirements, visit nyu.edu/studyaway.

Europe
- Bocconi University (Milan, Italy; CAS economics majors only)
- Freie University (Berlin, Germany)
- Trinity College (Dublin, Ireland)
- University of Amsterdam (the Netherlands)
- University of Copenhagen (Denmark)
- University of Stockholm (Sweden)
- University of Vienna (Austria)

Latin America
- Pontifical Catholic University of Chile (Santiago, Chile)

Asia
- Nagoya University (Nagoya, Japan)
- Waseda University (Tokyo, Japan)
- Yonsei University (Seoul, S. Korea)

CAS students who enroll through the exchange program remain matriculated at NYU, pay NYU tuition, and receive financial aid as if they were attending classes at Washington Square. Students apply for the exchange after consulting with their academic adviser. For further information, please consult nyu.edu/studyaway and contact the College of Arts and Science Advising Center, Silver Center, Room 905, 212-998-8130. Students may also contact global.outgoing.exchanges@nyu.edu.
Admission

Admission to the College of Arts and Science at New York University is highly selective. Applicants are admitted as freshmen and as transfer students. Candidates are accepted on the basis of predicted success in the specific programs in which they are interested. If the applicant meets formal course requirements, his or her capacity for successful undergraduate work is measured through careful consideration of secondary school and/or college records; recommendations from guidance counselors, teachers, and others; scores on standardized tests; and the personal essay.

Each applicant is reviewed carefully to identify academic strength, potential for intellectual growth and creativity, and promise of fully utilizing the special offerings of the University and the city. Each applicant’s record is considered objectively and evaluated for participation in extracurricular and community services, in addition to scholarly pursuits.

New York University actively seeks students who are varied in interests, talents, and goals, as well as in economic and social backgrounds. Particular attention is paid to the degree to which candidates have made the effective use of opportunities available to them, however great or limited those opportunities may have been. Evidence of character and maturity are regarded as essential in potential students who hope to benefit fully from the unique offerings of the University and its urban environment. Participation in meaningful school and community activities is an important factor.

Applicants who are neither U.S. citizens nor permanent residents should refer to this section’s heading “applicants with international credentials.”

RECOMMENDED HIGH SCHOOL PREPARATION

The quality of an applicant’s secondary school record is more important than a prescribed pattern of courses. Freshmen who are best prepared to succeed at NYU will have explored the following topics in their high schools: four years of English, with heavy emphasis on writing; three to four years of academic mathematics; three to four years of laboratory science; three to four years of social studies; and two to three years of foreign language. Students most competitive for admission will exceed these minimums. The admissions committee pays particular attention to the number of honors, AP, and IB courses the applicant has completed in high school (when available). It is strongly recommended that all applicants take mathematics and language courses in the senior year of high school.

THE ADMISSIONS PROCESS

All candidates for admission to the College must complete the Common Application and the NYU Member Questions and Writing Supplement on the Common Application. Applicants must apply online, as there is no paper version of the application available. Any materials that a student or high school official is unable to submit online may be sent to: Office of Undergraduate Admissions, 383 Lafayette Street, Second Floor, New York, NY 10003.

A complete application will include:

• The Common Application and the NYU Member Questions

• Official high school transcripts and/or college transcripts for courses for which academic credit has been earned (and General Educational Development test scores, if applicable). The Common Application School Report (for freshman applicants) or College Report (for transfer applicants).

• All required testing should be completed and official results forwarded electronically by one testing agency to NYU.

• The NYU code for SAT and TOEFL scores is 2562; the code for ACT scores is 2838.

• At least one Teacher Evaluation.

• Personal statement/essay.

Candidates are urged to complete and file their applications as soon as possible, especially those seeking financial aid and/or housing. (See below for application filing deadlines.) No admissions decision will be made without complete information. The Office of Undergraduate Admissions reserves the right to substitute or waive particular admissions requirements at the discretion of the admissions committee.
Applications submitted after the filing deadline are unlikely to be considered by the committee, except under special circumstances.

Freshman candidates may choose between Early Decision, Early Decision II, and Regular Decision admission for September admission. Depending on the notification plan, applicants will receive an admissions decision on December 15, February 15, or April 1. Transfer candidates for summer and September admission are notified beginning in early to mid-May. Transfer candidates for January admission are notified on a rolling basis, usually beginning on or around November 15.

ADMISSIONS APPLICATION FILING DEADLINES

<table>
<thead>
<tr>
<th>Freshman Applicants for Admission:</th>
<th>Notification Plan</th>
<th>Application Deadline</th>
<th>Notification Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Decision I</td>
<td>November 1</td>
<td>December 15</td>
<td></td>
</tr>
<tr>
<td>Early Decision II</td>
<td>January 1</td>
<td>February 15</td>
<td></td>
</tr>
<tr>
<td>Regular Decision</td>
<td>January 1</td>
<td>April 1</td>
<td></td>
</tr>
</tbody>
</table>

For entrance in January (transfer applicants only), applications for admission, including all required supporting credentials, must be received by November 1.

For entrance in the summer sessions (transfer applicants only), applications should be received by April 1. Applications for admission received after these dates are unlikely to be considered for admission except under special circumstances. Please contact the Office of Undergraduate Admissions or call 212-998-4500 for information regarding program availability.

CAMPUS VISITS

All prospective students and their parents are invited to visit the New York University campus. Opportunities to tour the University, to meet students and faculty, and to attend classes are available to interested students.

Both high school and college students wishing to discuss the choice of a college, the transfer process, or academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions at the Bonomi Family Admissions Center located at 27 West Fourth Street. The Office of Undergraduate Admissions holds daily information sessions and conducts campus tours, Monday through Friday and many Saturdays, except during University holidays. Visit the undergraduate admissions website or call 212-998-4500 to make an appointment for an information session and tour.

Although interviews are not available, a visit to the campus is strongly recommended. It is suggested that reservations be made well in advance of your visit.

For information about booking accommodations for your visit to NYU, please be sure to check the “visit us” section of the admissions website.

STANDARDIZED TESTS

NYU seeks talented students from every corner of the globe. Applicants are expected to demonstrate their talents and mastery of subject matter to support their applications and to marshal their best case for admission to NYU. As a result, NYU has one of the most flexible testing policies of any college or university.

To be eligible for admission, applicants are expected to submit results from one of the following testing options:

• SAT Reasoning Test (writing test and optional essay not required); or
• ACT (writing test not required); or
• Three SAT Subject Test scores; or
• Three AP exam scores; or
• The International Baccalaureate Diploma; or
• Three IB higher-level exam scores (if you are not an IB Diploma candidate); or
• Students may instead elect to submit results from a nationally accredited exam that is considered locally to signify the completion of secondary education and is administered independently of the student’s school.

Note: SAT Subject Test, AP, or IB scores (for students not submitting an IB diploma) must be submitted in the form of: one in literature or the humanities; one in math or science; and one test of the student’s choice in any subject.

The following country-specific examinations are all accepted as admission credentials; note, however, that only a few of them also award advanced standing credit (see details under “credit by examination” section, below):

• Albania: Matura Shtetërore
• Armenia: State Final Exams (levels A
and B are required) or Unified State Exams (starting from 2012)
• Australia: Australian Capital Territory Year 12 Certificate, New South Wales Higher School Certificate (HSC), Northern Territory Certificate of Education and Training (NTCET), Queensland Certificate of Education (QCE), South Australian Certificate of Education (SACE), Tasmanian Certificate of Education (TCE), Western Australian Certificate of Education (WACE), or Victorian Certificate of Education (VCE);
in addition to Australian Tertiary Admissions Rank (ATAR) or Overall Positioning (OP) positioning
• Austria: Zentralmatura
• Bangladesh: Higher Secondary Certificate (HSC) Exams
• Belarus: Belarussian Central Testing
• Bhutan: Bhutan Higher Secondary Education Certificate Examination (BHSEC)
• Brazil: Certificado de Conclusao de Ensino Medio + Vestibular (University Entrance Exam) or Exame Nacional do Ensino Médio/ Middle Education National Examination (ENEM)
• Bolivia: Prueba de Aptitud Academica (PAA)
• Brazil: Certificado de Conclusao de Ensino Medio + Vestibular (University Entrance Exam) or Exame Nacional do Ensino Médio/ Middle Education National Examination (ENEM)
• Brunei: Brunei Matriculation Examination
• Bulgaria: Matura
• Caribbean: Caribbean Advanced Proficiency Examination
• Chile: Prueba De Seleccion Universitaria
• China: Chinese National Higher Education Entrance Examination (Gao Kao)
• Colombia: Examen de Estado para Ingreso a la Educacion Superior (Saber 11)
• Costa Rica: Bachiller National
• Cote D’Ivoire: Baccalauréat
• Croatia: Matura
• Cyprus: Πικτήπτυχες Εξετάσεις (Pancyprian Examinations)
• Czech Republic: Maturitní zkouška
• Denmark: Students may submit either of the following exams:
  • Studentereksamen
  • Højere Forberedelseseksamen
• Dominican Republic: Prueba de Aptitud Academica (PAA)
• Ecuador: Prueba de Aptitud Academica (PAA)
• El Salvador: Prueba de Aptitud Academica (PAA)
• Estonia: Riigieksemirunnistus
• Ethiopia: Ethiopian Higher Education Entrance Examination
• Europe: European Baccalaureate (EB)
• Fiji: Fiji Seventh Form Examination (FSFE)
• Finland: Ylioppilastutkintotodistus
• France: Baccalauréat
• Gambia, The: West African Senior School Certificate Examination (AISSEC)
• Georgia: Unified National Examinations
• Germany: Abitur
• Ghana: West African Senior School Certificate Examination
• Greece: Apolytirion
• Guatemala: Prueba de Aptitud Academica (PAA)
• Honduras: Prueba de Aptitud Academica (PAA)
• Hong Kong: Hong Kong Diploma of Secondary Education (HKDSE)
• Hungary: Érettségizés
def Secondary Education
• India: Indian School Certificate (ISC), All India Senior School Certificate Examination (AISSEC) or Higher Secondary School Certificate (HSC). Other state examinations may be considered on request.
• Indonesia: National Examination
• Ireland: Irish Leaving Certificate
• Israel: Tundat Bagrut
• Italy: Diploma Di Esame Di Stato
• Japan: Center Shiken (Center Test)
• Jordan: Tawjih
• Kazakhstan: Unified National Test
• Korea: College Scholastic Ability Test (CSAT)
• Kosovo: Testi i Maturës Shtetërore
• Kyrgyzstan: National Scholarship Test (basic test and at least one subject test)
• Latvia: Centralize eksemieni (compulsory and elective exams; externally marked only)
• Lebanon: Lebanese Baccalaureate Certificate of Secondary Education
• Liberia: West African Senior School Certificate Examination
• Lithuania: Bransos Atestatas (national level Matura only)
• Luxembourg: Diplôme de Fin d’Etudes Secondaires
• Macedonia: Државна мatura (Drzhavna matura)
• Malaysia: Sijil Tinggi Persekualahan Malaysia (STPM)
• Maldives: General School Certificate Examination (G.C.E.)
• Malta: Advanced Level Matriculation Certificate
• Mexico: CENEVAL EXANI II
• Moldova: National Baccalaureate Exam
• Montenegro: Maturski I strucni ispit-drzavna matura
• Morocco: Baccalauréat de l’Enseignement Secondaire
• Nepal: Higher Secondary Education Board Examination (HSEBE)
• Netherlands: Staatsexamen voorbereidend wetenschappelik onderwijs (Staatsexamen vwo)
• New Zealand: National Certificate of Educational Achievement (NCEA)
• Nigeria: West African Senior School Certificate Examination
• Pakistan: Students may submit one of the following exams:
  • Higher Secondary School Certificate (HSSC) II in Sciences (FSc)
  • Higher Secondary School Certificate (HSSC) II in Arts (FA)
• Panama: Prueba de Aptitud Academica (PAA)
• Poland: Egzamin Maturalny (exam), Świadectwo Dojrzałości (certificate)
• Portugal: Diploma de Ensino Secundário
• Puerto Rico: Prueba de Aptitud Academica (PAA)
• Romania: Baccalaureate
SAT SUBJECT EXAMINATIONS AND THE COLLEGE CORE CURRICULUM

<table>
<thead>
<tr>
<th>SAT Subject Examination</th>
<th>Score</th>
<th>Core Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>650 and up</td>
<td>Foreign language</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>650 and up</td>
<td>Foreign language</td>
<td></td>
</tr>
<tr>
<td>Hebrew (Modern)</td>
<td>650 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Italian</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Japanese</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Korean</td>
<td>650 and up</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Latin</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Mathematics Level 1 or 2</td>
<td>660 and up</td>
<td>Mathematical Reasoning</td>
</tr>
</tbody>
</table>

1 No credit is awarded for any examination on this table. Some of the foreign language examinations are offered both with and without a listening component; core exemption and, if applicable, placement scores are the same.

2 Scores in these languages may only be used for Core exemption, not for placement. Students who intend to register for any of these languages at NYU must take the CAS placement examination.

3 A score of 650 or better on either mathematics subject examination places students into Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211) if they intend to register for these courses. An SAT general test mathematics score of 670 or higher (for SAT taken in and after March 2016) or 650 or higher (for SAT taken before March 2016) also serves as a prerequisite for MATH-UA 121 and 211, but cannot be used for exemption from the QR requirement.

4 United Kingdom (British Curriculum): GCE Advanced Level Examinations or equivalent combination of AS-Level and A-Level examinations; Pre U Examinations

5 Spanish results over 18 months old cannot be used for placement.

6 Test scores or examination results should be submitted by the appropriate application deadline. If final examination results are unavailable at the time of application, predicted results may be sent (except in the case of SAT, SAT Subject, ACT, or AP scores, which must be final when submitted). Predicted results, which may be subject to additional verification, may only be submitted by a school official, via one of the following methods:

   • Naviance/Common Application website;
   • Mailed on official school letterhead, in a sealed and signed envelope; or
   • E-mailed from a clearly identifiable school e-mail address.

If predicted results are submitted in place of final results, NYU reserves the right to withdraw an offer of admission if final results are not within close range of the predicted results.

Students are welcome to submit evidence of national or international academic accomplishments that they feel may further support their application.

International students applying to our campus in New York should also review NYU’s English language testing requirements at the Admissions website.

Official test scores should be sent directly to NYU from the testing agencies. The NYU code for the College Board (SAT Reasoning Test, SAT I, SAT II Examinations/Subject Tests, and TOEFL) is 2562; the ACT code for NYU is 2838.
Credit may be awarded to students who have completed college courses while in high school (credits from either a community college or a four-year college or university are acceptable), provided that: they received a grade of “B” or better in the courses; an official transcript from the college or university is received; and corresponding courses are offered at NYU. These courses must be taken on a college/university campus with college/university students, and must be taught by a college/university faculty member; college courses taught in high schools by secondary school instructors are not acceptable. Also note that NYU does not grant credit for college courses that are used to satisfy high school graduation requirements.

Financial Aid Application

After the admissions decision is made and the appropriate financial aid applications are submitted, a request for financial aid is considered. All freshman students applying for financial aid must file the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service/Financial Aid PROFILE (CSS PROFILE). We recommend that students apply electronically; see our NYU website. There is no fee charged to file the FAFSA but a fee is associated with the CSS PROFILE. When completing the CSS PROFILE, students will be made aware by the form whether they qualify for a fee waiver. Students must include the NYU federal school code number 002785 in the school section of the FAFSA and CSS PROFILE to ensure that their submitted information is transmitted by the processor to New York University. Transfer students applying for financial aid need only complete the FAFSA.

Early Decision for Entering Freshmen

NYU offers two Early Decision application options for freshman applicants who are certain that NYU is their first-choice university. Students applying as Early Decision candidates will receive their admission decision after December 15th (Early Decision I) or after February 15th (Early Decision II).

An Outline of NYU’s Early Decision Philosophy and Process

NYU’s Early Decision programs are, in fact, binding agreements, whereby if an applicant is offered admission and provided with a financial aid package that enables the student to enroll, the student must withdraw any previously submitted applications and accept NYU’s admission offer—roughly within two to three weeks of receiving an admission offer. Students are then restricted from filing any new applications and are expected to withdraw any active applications to other schools. Providing that a student has completed the CSS PROFILE and the FAFSA online, the student will be provided with a financial aid estimate soon after the student is offered admission. Again, admitted students will have roughly two to three weeks to review their financial aid package before confirming their enrollment at NYU. The FAFSA becomes available on January 1st and should be completed by admitted Early Decision candidates after submitting an enrollment deposit. FAFSA now allows students to complete the form using “Prior Year” data. The FAFSA filing deadlines are now the same as the CSS deadlines for each notification plan.

We believe that part of our commitment to Early Decision applicants is indeed to provide an early decision; for that reason, we typically either admit or deny Early Decision candidates and do not waitlist them.

Early Decision and Financial Aid

NYU uses the same methodology in providing financial aid for Early Decision candidates as we do in providing financial aid for Regular Decision candidates. Students are not offered more or less financial aid based on when they apply for admission.

For Early Decision I candidates, we use information students share with us via the CSS/Financial Aid PROFILE online to provide admitted students with an estimated financial aid package after December 15th. For Early Decision II candidates, we use this information to provide admitted students with an estimated financial aid package after February 15th.

Students will only be released from the Early Decision agreement if they believe their estimated financial aid package does not enable them to attend. Students must be aware that applying Early Decision will not enable them to compare financial aid packages from other universities. If comparing financial aid packages will be necessary for a student, the student should apply under our Regular Decision program. NYU will still reserve the majority of our admission offers for students applying for Regular Decision, so students should not feel pressure to apply Early Decision if finances are of concern.

Previous College Credits for Freshman Applicants

New York State residents should also complete the separate application for the Tuition Assistance Program (TAP); for information, visit nyu.edu/admissions/undergraduate-admissions/financial-aid. Students from other states may be required to complete separate applications for their state programs if their state grants can be used at New York University.
Early Decision Application Process
1. Complete the Common Application and NYU Supplement online, and check either the Early Decision I or II option.
2. Download and sign the Early Decision Agreement from the Common Application website. Secure the signature of your parent or guardian and your college adviser/guidance counselor. When you apply online, the Early Decision Agreement may be submitted along with your high school transcript. Alternatively, it may be faxed to 212-995-4911 or emailed to admissions.docs@nyu.edu by your counselor.
3. Submit all supporting materials, such as transcripts and standardized test scores, to the Office of Undergraduate Admissions by the appropriate deadline.

TRANSFER APPLICANTS
A student may be admitted by transfer from another college or university in September, January, or May. (See “the admission process,” above.) Credit will be granted for most collegiate work completed with a grade of C or better within the last 10 years that satisfies degree requirements and that falls within the residency requirement, with the exception of certain courses of a vocational nature or courses not consistent with the educational objectives of the College. Within these provisions, applicants from regionally accredited colleges are eligible for admission. Except when specifically noted, the general procedures described for entering freshmen apply to all applicants seeking to transfer from other two-year or four-year regionally accredited institutions. Transfer applicants must submit official credentials and transcripts from all institutions attended, including secondary school transcripts. Transfer applicants who took the SAT or ACT exams while in high school should submit their test results as part of their application. Transfer applicants who did not take these exams while in high school and have been in college less than one year must follow the testing requirements listed on the admissions website.

ADVANCED STANDING FOR TRANSFER STUDENTS
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 official college transcript(s) is (are) examined carefully to determine how much, if any, advanced standing will be granted. Each individual course completed elsewhere is evaluated. In granting advanced standing, the following are considered: the content, complexity, and grading standards of courses taken elsewhere; individual grades and grade averages attained by the applicant; the suitability of courses taken elsewhere for the program of study chosen here; and the degree of preparation that completed courses provide for more advanced study here. Point credit toward the degree is given only for a grade of C or better and provided that the credit fits into the selected program of study and courses were completed within the past 10 years. Quarter hours will be converted to semester hours to determine the number of credits transferable to NYU. Credits based on semester hours will be transferred at face value to NYU.

As with all other students, transfer students are required to fulfill the residency requirement. All degree candidates are subject to the following residency requirement: They must complete at least 64 consecutive points of course work in residence at the College immediately preceding the date of graduation and are permitted to transfer a maximum of 64 credits to NYU. A tentative statement of advanced standing is provided to each transfer student upon notification of admission to the College. A final statement of advanced standing is provided during the student’s first semester of matriculation. Requests for reevaluation of transfer credit must be made within the semester during which the final statement of advanced standing is received. Thereafter, a student’s advanced standing credits may be changed only with the written permission of the Office of the Dean.

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 prior to the application deadline (November 1 for the spring term and March 1 for the summer or fall term).
SPECIAL (VISITING) STUDENTS (UNDERGRADUATE)

Students who have received a high school diploma may register as special students in undergraduate courses for which they meet the prerequisites and that are still open after matriculated students have registered. Interested students should submit an application online.

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. Deadlines for applications are as follows:

- Fall: August 1
- Spring: December 1
- Summer: April 1

Students interested in the post-baccalaureate premedical program should contact the Preprofessional Center, College of Arts and Science, New York University, Silver Center, 100 Washington Square East, Room 901, New York, NY 10003-6688; 212-998-8160.

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 Common Application available online. Please indicate on the application for admission your country of citizenship, and if you are currently residing in the United States, your current visa status.

Freshman applicants (those who are currently attending or who have previously completed secondary school only) seeking to begin studies in the fall (September) semester must submit applications and all required credentials on or before the application deadline that corresponds to their selected notification plan (November 1 for Early Decision I, and January 1 for Early Decision II and Regular Decision). Transfer applicants (those who are currently attending or who have previously attended university or tertiary school) must submit their applications and credentials on or before April 1. Transfer candidates seeking admission for the spring (January) semester must submit their applications and credentials on or before November 1. Applications will not be processed until the Office of Undergraduate Admissions receives all supporting credentials.

All freshman applicants are required to submit official test results. Please visit the Admissions website to learn about the admissions requirements.

If the applicant's secondary education culminated in a maturity certificate examination, he or she is required to submit an official copy of the grades received in each subject. All documents submitted for review must be official; that is, they must be either originals or copies certified by authorized persons. A “certified” photocopy or other copy is one that bears either an original signature of the registrar or other designated school officials or an original impression of the institution’s seal. Uncertified photocopies are not acceptable. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, every applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the Pearson Test of English Academic (PTE Academic), or the C1 Advanced or C2 Proficiency (Cambridge English: Advanced or Proficiency). Information concerning these examinations may be obtained by visiting the website.

Each student must request that his or her score on this examination be sent to the NYU Undergraduate Admissions Processing Center. For the TOEFL, use code 2562. To submit results from the other examinations, students must select “New York University” from the agency’s list of recipients.

Financial documentation is not required when filing an application. If the student is accepted, instructions for completing the Application for Certificate of Eligibility (AFCOE) online will be included in the acceptance packet. Appropriate evidence of financial ability must be submitted with the AFCOE to the Office of Global Services in order for the appropriate visa document to be issued. If the applicant’s studies are being financed by means of his or her own savings, parental support, outside private or government scholarships, or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support.

New students may wish to view the multimedia tutorial for new international students.
The American Language Institute of the School of Continuing and Professional Studies of New York University offers intensive courses in English for students with little or no proficiency in the language. It also offers the Advanced Workshop Program in English for students with substantial English proficiency but insufficient proficiency for undertaking a full-time academic program. Qualified students in this program can often combine English study with a part-time academic program. This combination may constitute a full-time program of study. The institute also offers specialized courses in accent reduction, grammar, and American business English.

Individuals who wish to obtain additional information about the American Language Institute are invited to visit the office of the American Language Institute weekdays throughout the year between the hours of 9 a.m. and 6 p.m. (Fridays until 5 p.m.). They may also visit the website; contact The American Language Institute, School of Continuing and Professional Studies, New York University, 7 East 12th Street, Suite 821, New York, NY 10003; telephone: 212-998-7040; fax: 212-995-4135; or e-mail: ali@nyu.edu.

NYU Spring in New York offers college students from other institutions an opportunity to earn college credit and to experience academic life at New York University. Spring in New York participants enroll in one of eight areas of study, in courses with NYU students and taught by NYU faculty.

In addition to classroom learning, NYU Spring in New York students have access to the same opportunities and benefits as NYU students: library access, sports center access, and program office events, including ticket discounts for Broadway shows, concerts, and sporting events. They are also encouraged to participate in planned excursions around the city.

The program is offered to students currently matriculated and in good standing at an accredited college or university (within the United States) with a competitive grade point average. Students must have at least sophomore standing in the academic year of participation.

Further information is available at nyu.edu/spring.in.ny.

NYU January Term

New York University's January Term allows students more flexibility and new scheduling options. NYU students, visiting students, and international students have the opportunity to earn major/minor credit or explore a new interest. During this time, students can take advantage of intensive study at one of the foremost research and teaching universities in the United States, as well as have a chance to enjoy New York City during a bustling and exciting time of year.

Oftentimes, the fall and spring semesters can be overly hectic for students, considering a full-time course load, student club responsibilities, work, and internship commitments. This busy time doesn't always allow the freedom to explore a new academic interest or take advantage of the many cultural resources that originally drew them to New York City. January Term provides an array of courses enabling students to earn academic credit (major, minor, or elective) in courses that are in high demand, to accelerate degree completion, and to concentrate on personal interests.

Further information is available at nyu.edu/winter.

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. (See admission application filing deadlines above.) Requests for readmission should be received by April 1 for the summer and fall terms and November 1 for the spring term, but will be considered after those deadlines on a space available basis.

Students who have attended another college or university since their last attendance at New York University must complete the regular application for transfer admission and submit an official transcript.
THE ENROLLMENT PROCESS

To be enrolled, an admitted undergraduate candidate must do the following:

• Accept the University’s offer of admission and pay the required nonrefundable tuition deposit.
• If applicable, pay the required nonrefundable housing deposit.
• Have his or her high school and/or college forward a final transcript(s) to the Undergraduate Admissions Processing Center.
• File a medical report.
• Make an appointment with the individual school or division for academic advisement.
• Pay balance of tuition and/or housing fees by the stipulated deadlines.
• Register for classes when notified.

CREDIT BY EXAMINATION (INCLUDING INTERNATIONAL MATURITY EXAMS)

The Advanced Placement (AP) Program (College Entrance Examination Board), the International Baccalaureate (IB) Program, and the results of some foreign maturity certificate examinations enable undergraduate students to receive credit toward the bachelor’s degree on the basis of performance in college-level examinations or proficiency examinations related to the College’s degree requirements, subject to the approval of the College.

The maximum number of credits allowed toward the degree requirements of the College that are a result of any possible combination of nonresident special examination programs (plus previous coursework, if applicable and approved) shall not exceed a total of 32.

Students cannot earn credit for the same subject matter in any combination of AP, IB, A Level, and/or other international exams. Note that advanced standing credit (whether AP or international) may be awarded for examinations in the subject of “English literature” or “English language and literature,” but is never awarded for any exam that is wholly in the subject of “English language.”

* Policy on the Italian Maturità: Students must earn a 90 or higher on the final Maturità exam to be considered for advanced standing credit. Credit is awarded on the basis of scores on part one (a test of written Italian) and part two (one subject tested in depth, which rotates from year to year). Each of these two sections can yield 4 points, with a minimum score requirement of 13 (out of a possible 15). Neither part three of the written test nor the oral portion of the exam yields any points.

International Baccalaureate (IB)

The College recognizes, for advanced standing credit, higher-level examinations passed with grades of 6 or 7. No credit is granted for standard-level examinations.

Official reports must be submitted to the Undergraduate Admissions Processing Center for review. See the chart below concerning those IB test scores for which credit is given.

Maturity Certificate Examinations

The College will consider the results of certain foreign maturity certificate examinations for advanced standing credit. They are:

• A Levels and Cambridge Pre-U
• Caribbean Advanced Proficiency Examination (CAPE)
• French Baccalauréat
• German Abitur
• Italian Maturità
• Federal Swiss Maturity Certificate

CAS does not award credit for any other maturity certificate examinations.

Minimum scores for receiving credit are:

• A Levels: B
• Cambridge Pre-U: M2
• CAPE: II (out of VII)
• French Baccalauréat: 12 (out of 20) with coefficient of 5 or better
• German Abitur: 10 (out of 15).
• Italian Maturità: 90 (out of 100)*
• Swiss Matura: 4.5 (out of 6)

Advanced Placement Program

The College participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. In accordance with New York University policy, students may receive college credit toward their degree for test results of 5 or 4, depending on the subject examination. The College awards AP credit in liberal arts subjects that correspond to the disciplines taught in CAS, and the College’s academic departments and programs regularly review and make final decisions on acceptance of AP credits. Some AP exams are deemed the equivalent of specific CAS courses and are approved to count toward the College’s majors and minors. Other exams do not have a specific course equivalent and cannot count toward a major or minor.
but award elective credit that students can count toward the 128 points required for the baccalaureate degree. In many cases, students receiving credit toward their degree are advised not to take the corresponding college-level course for credit. If they do, they will lose the AP credit. See the chart below concerning those AP test scores for which credit is given. The chart also lists those tests for which College Core Curriculum equivalencies and exemptions are granted.

For additional information, students should consult the Office of Undergraduate Admissions online or by telephone at 212-998-4500.

ADVANCED PLACEMENT CREDIT AND THE COLLEGE CORE CURRICULUM

Note: a 4 or 5 on any foreign language AP satisfies the Core language requirement.

Note: the College accepts a score of 5 (not 4) on the Russian Language and Culture Prototype AP examination for exemption from the foreign language requirement, but no credit is awarded and the score cannot be used for placement; scores of 4 or lower award no credit and have no bearing on exemption or placement.

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Score</th>
<th>Core Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>Physical Science and Life Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>Physical Science and Life Science</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Mathematics AB</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics BC</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Physics 1 or Physics 2</td>
<td>4, 5</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Physics 1 and Physics 2</td>
<td>4, 5</td>
<td>Physical Science and Life Science</td>
</tr>
<tr>
<td>Physics C—Mech. and Physics C—E&amp;M</td>
<td>4, 5</td>
<td>Physical Science and Life Science</td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Physics C—E&amp;M</td>
<td>4, 5</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
</tbody>
</table>

ADVANCED PLACEMENT EQUIVALENCIES¹

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Score</th>
<th>Pts</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4</td>
<td>4</td>
<td>No course equivalent²</td>
</tr>
<tr>
<td>Art History</td>
<td>5</td>
<td>4</td>
<td>ARTH-UA 1 and ARTH-UA 2³</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
<td>BIOL-UA 11, 12⁴</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>4</td>
<td>MATH-UA 121³</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>4</td>
<td>MATH-UA 121³</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>8</td>
<td>MATH-UA 121, 122³</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>8</td>
<td>CHEM-UA 125, 126 / CHEM-UA 127, 128⁶</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>EAST-UA 204⁷</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>4</td>
<td>CSCI-UA 101</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent⁴</td>
</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>English Language</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent⁹</td>
</tr>
<tr>
<td>European History</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent¹⁰</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>FREN-UA 30</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>GERM-UA 4¹¹</td>
</tr>
<tr>
<td>Human Geography</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Subject</td>
<td>AP Score</td>
<td>AP Credit</td>
<td>Subject</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>ITAL-UA 12</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>EAST-UA 250</td>
</tr>
<tr>
<td>Latin</td>
<td>4, 5</td>
<td>4</td>
<td>CLASS-UA 6</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4, 5</td>
<td>4</td>
<td>ECON-UA 1</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4, 5</td>
<td>4</td>
<td>ECON-UA 2</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics 1</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics 2</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics C—Mech</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>PHYS-UA 11 or PHYS-UA 91</td>
</tr>
<tr>
<td>Physics C—E&amp;M</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>PHYS-UA 12 or PHYS-UA 93</td>
</tr>
<tr>
<td>Politics (U.S. Gov’t and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Politics (Comp. Gov’t and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>4</td>
<td>PSYCH-UA 1</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>SPAN-UA 4</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>4</td>
<td>4</td>
<td>SPAN-UA 100</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>5</td>
<td>4</td>
<td>SPAN-UA 100 or SPAN-UA 200</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>4</td>
<td>PSYCH-UA 10</td>
</tr>
<tr>
<td>Studio Art</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>World History</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

1 Students cannot earn credit for the same subject matter in any combination of AP, IB, A Level, and/or other international exams. No credit is awarded for the AP Seminar and Research courses in the AP Capstone program.

2 Does not count towards the major or minor in art history or exempt students from either ARTH-UA 1 or 2.

3 Students who major in art history are exempt from both ARTH-UA 1 and 2, and the AP credit counts as one course for the major. AP credit never counts toward the minor.

4 Prehealth students cannot use AP credits to place out of BIOL-UA 11, 12. Students who are not prehealth can apply these credits towards majors and minors in the Departments of Biology.

5 Economics majors cannot use AP credit in calculus for any or all of the Mathematics for Economics I, II, III sequence (MATH-UA 211, 212, 213).

6 Does not count toward any majors or minors in the Departments of Biology and Chemistry, and cannot serve as a corequisite to any course in either department.

7 Prehealth students cannot use AP credits to place out of CHEM-UA 125, 126/127, 128.

8 AP credits in Chinese and Japanese satisfy the Core requirement in foreign language but cannot be used for placement in the correct level of study. Students who plan to register for Chinese or Japanese at NYU must take the CAS placement exam. Credits cannot be applied to the East Asian studies major or minor.

9 Does not count toward any major or minor in computer science.

10 Satisfies Physical Science in the College Core Curriculum. Credit does not count toward the major or minor in environmental studies.

11 Credit does not reduce the number of courses required for the German major.

12 Students wishing to continue Latin must consult the classics department for proper placement. AP credit will not reduce the number of courses required for the major or minor.

13 AP credit in economics satisfies the ECON-UA 1 and 2 requirements of: the major and minor in economics; the major in international relations; and the minor in business studies.

14 Counts as elective credit toward the baccalaureate degree, but the credits do not count toward the music major or minor.

15 Students cannot receive credit for both Physics B and Physics C, or for either of both Physics 1, 2 and Physics C. Prehealth students cannot use AP credits to place out of PHYS-UA 11, 12, Physics B and Physics 1 and/or 2 do not count toward any majors or minors in the Department of Physics. Potential physics majors may discuss their Physics C credits with that department for possible placement out of PHYS-UA 91 and 93 (but not out of the associated labs PHYS-UA 71 and 72). Physics majors granted this exemption are required to take one or more advanced PHYSA-UUElectives. Students who are not prehealth may apply Physics C credits toward one or both semesters of the Department of Chemistry’s General Physics I and II requirement.

16 Students may count eight AP points (the equivalent of two courses) towards the politics major and four AP points (the equivalent of one course) towards the minor. None of these credits can substitute for any specific departmental course or requirement (such as one of the core requirements); they simply count as generic POL-UA credit.

17 Students who intend to enroll in Spanish must register for Advanced Grammar and Composition (SPAN-UA 100) and on the first day of classes take an in-class exam to finalize proper course placement. This may result in dropping to a lower level and losing the AP credit. AP scores over 18 months old cannot be used for placement.

18 Students who intend to enroll in Spanish must take an advanced language placement exam at the Spanish department (not the online placement) and consult with the director of the Spanish language program. AP scores over 18 months old cannot be used for placement.

19 Students who intend to enroll in Spanish must take an advanced language placement exam at the Spanish department (not the online placement) and consult with the director of the Spanish language program. AP scores over 18 months old cannot be used for placement.

20 Students who intend to enroll in Spanish must take an advanced language placement exam at the Spanish department (not the online placement) and consult with the director. AP scores over 18 months old cannot be used for placement.

21 Satisfies the first semester of the psychology major’s statistics requirement and counts toward the major.

22 Credit counts toward the major in sociology, but does not count toward the majors in economics and international relations or toward the minor in business studies.
## INTERNATIONAL BACCALAUREATE (IB) EQUIVALENCIES†,‡

<table>
<thead>
<tr>
<th>IB HL Examination</th>
<th>Score</th>
<th>Pts</th>
<th>Course Equivalent</th>
<th>IB HL Examination</th>
<th>Score</th>
<th>Pts</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent⁵</td>
<td>Italian A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent⁵</td>
</tr>
<tr>
<td>Biology</td>
<td>6, 7</td>
<td>8</td>
<td>BIOL-UA 11, 12⁴</td>
<td>Italian B</td>
<td>6, 7</td>
<td>8</td>
<td>ITAL-UA 11, 12</td>
</tr>
<tr>
<td>Business and Management</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
<td>Japanese A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent⁶</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6, 7</td>
<td>8</td>
<td>CHEM-UA 125, 126/127, 128³</td>
<td>Japanese B</td>
<td>6, 7</td>
<td>8</td>
<td>EAST-UA 249, 250⁷</td>
</tr>
<tr>
<td>Chinese A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent⁶</td>
<td>Korean A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent⁶</td>
</tr>
<tr>
<td>Chinese B</td>
<td>6, 7</td>
<td>8</td>
<td>EAST-UA 203, 204⁴</td>
<td>Korean B</td>
<td>6, 7</td>
<td>8</td>
<td>EAST-UA 256, 257⁵</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>6, 7</td>
<td>8</td>
<td>CLASS-UA 9, 10⁷</td>
<td>Latin</td>
<td>6, 7</td>
<td>8</td>
<td>CLASS-UA 5, 6⁷</td>
</tr>
<tr>
<td>Computer Science</td>
<td>6, 7</td>
<td>8</td>
<td>CSCI-UA 101, 102⁸</td>
<td>Mathematics</td>
<td>6, 7</td>
<td>8</td>
<td>MATH-UA 121 (for 4 of the points)¹²</td>
</tr>
<tr>
<td>Dance</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
<td>Music</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Design Technology</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
<td>Persian A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent⁵</td>
</tr>
<tr>
<td>Economics</td>
<td>6, 7</td>
<td>8</td>
<td>ECON-UA 1, 2³</td>
<td>Philosophy</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>English Literature A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent¹⁰</td>
<td>Physics</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent¹³</td>
</tr>
<tr>
<td>Film</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
<td>Portuguese A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent³</td>
</tr>
<tr>
<td>French A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent³</td>
<td>Portuguese B</td>
<td>6, 7</td>
<td>8</td>
<td>PORT-UA 3, 4³</td>
</tr>
<tr>
<td>French B</td>
<td>6, 7</td>
<td>8</td>
<td>FREN-UA 11, 12</td>
<td>Psychology</td>
<td>6, 7</td>
<td>8</td>
<td>PSYCH-UA 1 (for 4 of the points)¹⁴</td>
</tr>
<tr>
<td>Geography</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Social and Cultural Anthropology</td>
<td>6, 7</td>
<td>8</td>
<td>ANTH-UA 1 (for 4 of the points)</td>
</tr>
<tr>
<td>German A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent³</td>
<td>Russian A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent³</td>
</tr>
<tr>
<td>German B</td>
<td>6, 7</td>
<td>8</td>
<td>GERM-UA 3, 4⁴</td>
<td>Russian B</td>
<td>6, 7</td>
<td>8</td>
<td>RUSSN-UA 3, 4³</td>
</tr>
<tr>
<td>Global Politics</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent¹⁰A</td>
<td>Spanish A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent³</td>
</tr>
<tr>
<td>Hebrew A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent⁵</td>
<td>Spanish B</td>
<td>6, 7</td>
<td>8</td>
<td>SPAN-UA 3, 4³A</td>
</tr>
<tr>
<td>Hebrew B</td>
<td>6, 7</td>
<td>8</td>
<td>HBRJD-UA 3, 4³</td>
<td>Theater</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Hindi A, B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent³</td>
<td>Turkish A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent³</td>
</tr>
<tr>
<td>History</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent¹¹</td>
<td>Urdu A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent³</td>
</tr>
<tr>
<td>Indonesian A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Vietnamese A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Information Technology in Global Society</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
<td>Visual Arts</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

---

1 Credit is only awarded for High Level (HL) exams, never for Standard Level (SL). Students cannot earn credit for the same subject matter in any combination of AP, IB, A Level, and/or other international exams.

2 IB HL 6, 7 in any foreign language satisfies the College Core Curriculum requirement. A language denoted as “B” was studied as a second language; one denoted as “A” is one’s native language, or a language in which one has near-native fluency. “B” language credits are intermediate level and “A” language credits are post-intermediate. Students with “A” language credits who intend to register for the language must first take the CAS placement exam or consult with the department.

3 Students who intend to register for this language at NYU must take the CAS placement examination; the IB credits cannot be used for placement.

4 Spanish IB scores over 18 months old cannot be used for placement.

5 Students who intend to register for ancient Greek or Latin at NYU must consult the classics department for proper placement. IB credit will not reduce the number of courses required for a classics major or minor.

6 Students planning a major or minor in computer science must consult with the department about proper placement and possible counting of IB credits towards departmental requirements.

7 IB credit in economics satisfies the ECON-UA 1 and 2 requirements of: the major and minor in economics; the major in international relations; and the minor in business studies.

8 No credit is awarded for any English B exam.

9 Students may count eight IB points (the equivalent of two courses) towards the politics major and four IB points (the equivalent of one course) towards the minor.

0 None of these credits can substitute for any specific departmental course or requirement (such as one of the core requirements); they simply count as generic POL-UA credit.
**ADVANCED LEVEL (“A LEVEL”) EQUIVALENCIES (WITH PRE-U)**

<table>
<thead>
<tr>
<th>A Level Examination</th>
<th>Score</th>
<th>Pts</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Arabic</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Art, History of</td>
<td>B or higher</td>
<td>8</td>
<td>See note</td>
</tr>
<tr>
<td>Biology</td>
<td>B or higher</td>
<td>8</td>
<td>BIOL-UA 11, 12</td>
</tr>
<tr>
<td>Business</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B or higher</td>
<td>8</td>
<td>CHEM-UA 125, 126/127, 128</td>
</tr>
<tr>
<td>China Studies (English or Chinese)</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Chinese</td>
<td>B or higher</td>
<td>8</td>
<td>EAST-UA 203, 204</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>B or higher</td>
<td>8</td>
<td>CLASS-UA 9, 10</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Computing</td>
<td>B or higher</td>
<td>8</td>
<td>CSCI-UA 101, 102</td>
</tr>
<tr>
<td>Economics</td>
<td>B or higher</td>
<td>8</td>
<td>ECON-UA 1, 2</td>
</tr>
<tr>
<td>English Literature</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>French</td>
<td>B or higher</td>
<td>8</td>
<td>FREN-UA 11, 12</td>
</tr>
<tr>
<td>Geography</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>German</td>
<td>B or higher</td>
<td>8</td>
<td>GERM-UA 3, 4</td>
</tr>
<tr>
<td>Government and Politics</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Hindi</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>History</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Italian</td>
<td>B or higher</td>
<td>8</td>
<td>ITAL-UA 11, 12</td>
</tr>
<tr>
<td>Latin</td>
<td>B or higher</td>
<td>8</td>
<td>CLASS-UA 5, 6</td>
</tr>
<tr>
<td>Marathi</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Mathematics</td>
<td>B or higher</td>
<td>8</td>
<td>MATH-UA 121 (for 4 of the points)</td>
</tr>
<tr>
<td>Physics</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Portuguese</td>
<td>B or higher</td>
<td>8</td>
<td>PORT-UA 3, 4</td>
</tr>
<tr>
<td>Psychology</td>
<td>B or higher</td>
<td>8</td>
<td>PSYCH-UA 1 (for 4 of the points)</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Sociology</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Spanish</td>
<td>B or higher</td>
<td>8</td>
<td>SPAN-UA 3, 4</td>
</tr>
<tr>
<td>Statistics</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Tamil</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Telugu</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Urdu</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

1. Students cannot earn credit for the same subject matter in any combination of AP, IB, A Level, and/or other international exams. No credit is awarded for Advanced Subsidiary (AS) Level examinations or for the Seminar and Research courses in the AP/IB Cambridge Capstone program. In Singapore, only A Level examinations designated as H2 or H3 can receive credit. H3 credit is subject to review and is generally awarded only if student does not have H2 credit in same subject. No student may earn credit for H2 and H3 results in the same subject.
2. CAS awards 8 credits for many of the Cambridge Pre-U examinations in liberal arts and science subjects that parallel the A Level offerings. The range of acceptable scores (lowest to highest) is: M2, M1, D3, D2, D1.
3. An A Level score of B or higher, or a Pre-U score of M2 or higher, in any foreign language satisfies the College Core Curriculum requirement.
4. Students who intend to register for this language at NYU must take the CAS placement examination; the A Level/Pre-U credits cannot be used for placement.
5. A Level Spanish scores over 18 months old cannot be used for placement.
6. A score of B on History of Art does not count towards the major or minor in art history or exempt students from either ARTH-UA 1 and 2, and 4 of the 8 credits count as one course toward the major. A level credits never count toward the minor.
1. Satisfies Physical Science and Life Science in the Core. Prehealth students cannot use A Level/Pre-U credits to place out of BION-UA 11, 12. Students who are not prehealth should consult the Department of Biology about possibly counting these credits towards majors and minors in that department.

2. Satisfies Physical Science and Life Science in the Core. A Level/Pre-U credit in chemistry will not count toward any majors or minors in the Departments of Biology and Chemistry and cannot serve as a co- or prerequisite to any course in either department. Prehealth students cannot use A Level/Pre-U Chemistry to place out of CHEM-UA 125, 126/127, 128.

3. No credit is awarded for China Studies, as part of the final assessment/grade is an independent study/research paper.

4. Students who intend to register for Chinese at NYU must take the CAS placement examination; the A Level/Pre-U credits cannot be used for placement. Credits cannot be applied to the East Asian Studies major or minor.

5. Students who intend to register for ancient Greek or Latin at NYU must consult the classics department for proper placement. Credits cannot count toward a classics major or minor.

6. Not a course in classical languages. Students should consult with the director of undergraduate studies in the Department of Classics about possible counting of credits toward the major/minor.

7. Students planning a major or minor in computer science must consult with that department about proper placement and possible counting of A Level/Pre-U credits towards departmental requirements.

8. A Level credit in economics satisfies the ECON-UA 1 and 2 requirements of: the major and minor in economics; the major in international relations; and the minor in business studies.

9. No credit is awarded for English Language.

10. Students may count eight A Level points (the equivalent of two courses) towards the politics major and four A Level points (the equivalent of one course) towards the minor. None of these credits can substitute for any specific departmental course or requirement (such as one of the core requirements); they simply count as generic POL-UA credit.

11. Credit can count as an elective toward the history major but not toward the history minor. No more than 4 of the 8 A Level credits can be applied toward the major.

12. Satisfies Quantitative Reasoning in the Core. Students majoring in economics cannot use credits for all or part of the Mathematics for Economics I, II, III sequence (MATH-UA 211, 212, 213). For Further or Pure Mathematics, consult the Department of Mathematics for course equivalencies. Students who present creditable results in more than one mathematics exam (including statistics) cannot receive the full 8 credits for each exam.

13. Satisfies Physical Science and Life Science in the Core. Cannot count toward any major or minor in the Department of Physics or the Department of Chemistry.

14. Majors and minors in psychology can use four of the credits to exempt from PSYCH-UA 1 and to count toward the major or minor. The other four points cannot be applied to major or minor requirements.

15. A Level/Pre-U credits cannot be counted towards the religious studies major or minor.

16. Sociology majors need departmental approval to count four of the eight credits toward the major as an elective. The credits never exempt students from any of the introductory courses in Sociology (SOC-UA 1, 2, 3).

17. Satisfies Quantitative Reasoning in the Core. A Level credit in statistics does not count toward the majors in economics and international relations or toward the minor in business studies. Students may consult with the Departments of Mathematics and Psychology for possible course equivalency. Students who present results in more than one A Level mathematics exam (including statistics) cannot receive the full 8 credits for each exam.
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 (residence hall, apartment, commuting costs) and (2) financial aid that may be available from a variety of sources. This section provides information on both of these distinct but related topics.

**TUITION AND FEES: 2017–2018**

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2017–2018. The Board of Trustees reserves the right to alter this schedule without notice. Tuition, fees, and expenses may be expected to increase in subsequent years and will be listed in online updates to this Bulletin. Students should also consult nyu.edu/bursar for this updated information.

Note that the registration and services fee covers membership, dues, etc., to the student's class organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and College publications that are supported in whole or in part by the student activities fund. It also includes the University's health services, emergency and accident coverage, and technology fees.

Note: Deposits may be required for laboratory courses. Students should consult the respective departments for information.

All fees are payable at the time of registration. The Office of the Bursar is located at 383 Lafayette Street, 1st Floor. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded on request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student's statement.

The unpaid balance of a student's account is also subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program (TAP) awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents, are enrolled on a full-time basis, and present the award certificate with their schedule/bill for the applicable term.

Students who receive TAP awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the Registrar has confirmed eligibility.

### Full-Time Students

Tuition, 12 to 18 points flat rate, per term, academic year 2017–2018: **$23,971**  
Fall 2017 term and spring 2018 term:  
Nonreturnable registration and services fee for flat rate, per term: **$1,261**  
For each point taken in excess of 18, per point, per term (not including a nonreturnable registration and services fee of $66 per point): **$1,412**

### Other Students

Tuition, per point, academic year 2017–2018: **$1,412**  
Fall 2017 term:  
Nonreturnable registration and services fee, first point: **$479**  
Nonreturnable registration and services fee, per point, for registration after first point: **$67**

Nonreturnable CAS academic support fee, per point (up to four points): **$14**

**Spring 2018 term:**  
Nonreturnable registration and services fee, first point: **$479**  
Nonreturnable registration and services fee, per point, for registration after first point: **$67**

### Basic Health Insurance Benefit Plan: 2017–2018

For additional and updated information beyond 2017–2018, please go to nyu.edu/shc and choose Insurance and Patient Accounts from the menu.

CAS students enrolled in 9 or more points are automatically enrolled; all others can select among these options:

- **Annual:** **$2,745**  
- **Fall term:** **$1,065**  
- **Spring term:** **$1,689** (coverage for the spring and summer terms)  
- **Summer term:** **$747** (only for students who did not register in the preceding term)

Students automatically enrolled in the basic plan or the comprehensive plan can change between plans or waive the plan entirely (by showing proof of other acceptable health insurance); for details, please go to nyu.edu/shc and choose Insurance and Patient Accounts from the menu.

### Comprehensive Health Insurance Benefit Plan: 2017–2018

For additional and updated information beyond 2017-2018, please go to nyu.edu/shc and choose Insurance and Patient Accounts from the menu.
International students are automatically enrolled; all others can select among these options:

**Annual:** $4,255  
**Fall term:** $1,643  
**Spring term:** $2,612 (coverage for the spring and summer terms)  
**Summer term:** $1,153 (only for students who did not register in the preceding term)

Students automatically enrolled in the basic plan or the comprehensive plan can change between plans or waive the plan entirely (by showing proof of other acceptable health insurance); for details, please go to [nyu.edu/bursar](http://nyu.edu/bursar) and choose Insurance and Patient Accounts from the menu.

**Stu-Dent Plan: 2017–2018**

For additional and updated information beyond 2017–2018, please see [nyu.edu/dental/patientinfo/nyu_stu-dent-plan](http://nyu.edu/dental/patientinfo/nyu_stu-dent-plan).

Dental service through NYU’s College of Dentistry:

- **Primary member:** $240  
- **Partner:** $240  
- **Dependent (under age 16):** $85  
- **Renewal membership:** $195

**Special Fees for All Students: 2017–2018**

For additional and updated information beyond 2017–2018, students may consult the websites of (or contact) the Offices of the Registrar, Bursar, Residence Life, and Admissions.

- **Late registration fee commencing with the second week of classes:** $50  
- **Late registration fee commencing with the fifth week of classes:** $100  
- **Deposit upon acceptance (nonrefundable):** $500  
- **Housing deposit (if applicable) upon acceptance (nonrefundable):** $1,000

**Maintenance of Matriculation: 2017–2018**

For additional and updated information beyond 2017–2018 please go to [nyu.edu/bursar](http://nyu.edu/bursar).

Per term varies, plus nonreturnable registration and services fee:

- **Fall term:** $479  
- **Spring term:** $479

**Special Programs**

For expenses for study in NYU study away and in NYU international exchange programs, contact the NYU Office of Global Programs, 383 Lafayette Street, 4th floor, New York, NY 10003-4170; 212-998-4433. Also see [nyu.edu/academics/studying-abroad](http://nyu.edu/academics/studying-abroad).

**Deferred Payment Plan**

The deferred payment plan allows students to pay 50 percent of their net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

- Matriculated and registered for 6 or more points
- Without a previously unsatisfactory University credit record
- Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50, which is to be included with the initial payment on the payment due date.

Interest at a rate of 1 percent per month on the unpaid balance will be assessed if payment is not made in full by the final installment due date. A late payment fee will be assessed on any late payments.

A separate deferred payment plan application and agreement is required for each semester this plan is used. The deferred payment plan will be available at [nyu.edu/bursar/forms](http://nyu.edu/bursar/forms) in July for the fall semester and in December for the spring semester. For additional information, please visit the website of the Office of the Bursar or call 212-998-2806.

**TuitionPay Plan**

TuitionPay is a payment plan administered by Sallie Mae. The plan is open to all NYU students with the exception of the SPS noncredit division. This interest-free plan allows for all or a portion of a student’s educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump-sum payment due at the beginning of each semester. TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semester tuition payment over another four-month period (November through February).

With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.

A nonrefundable enrollment fee of $50 is required when applying for the fall/spring TuitionPay plan. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit [nyu.edu/bursar](http://nyu.edu/bursar).

**Arrears Policy**

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

**Diploma Arrears Policy**

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.
WITHDRAWAL AND REFUND OF TUITION

A student who, for any reason, finds it impossible to complete one or more courses for which he or she has registered should consult with an academic adviser. An official withdrawal must be filed either on Albert (through the first two weeks of the term only) or in writing on a completed change of program (drop/add) form with the Office of the University Registrar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and registration fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term. (See the following schedules.)

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonreturnable registration fee and a penalty fee of $20 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which the change of program form is filed, not the last date of attendance in class, is considered the official date of the student’s withdrawal. It is this date that serves as the basis for computing any refund granted the student. The processing of refunds takes approximately two weeks. There are two distinct refund schedules (see below):

- For students withdrawing from some courses, but not all; and
- For students withdrawing from all courses.

Undergraduate Refund Schedule, Withdrawing from All Courses (Fall and Spring Only)

Courses dropped after the first two weeks of the term: NONE

The above refund schedule is not applicable to students whose registration remains within the flat-fee range of 12 to 18 points per term.

*Note: All fees (including school-related fees) are nonreturnable after the second calendar week of the semester.

Undergraduate Refund Schedule, Withdrawing from Some Courses (Fall and Spring Only)

Courses dropped during the first two weeks of the term: 100% (100% of tuition and fees)*

Withdrawal on or before the official opening date of the term: 100% (100% of tuition and fees)

Withdrawal on the second day after the official opening date of the term through the end of the first calendar week: 100% (100% of tuition only)

Note: The first calendar week consists of the first seven (7) calendar days beginning with the official opening date of the term (not the first day of the class meeting). Withdrawal within the second calendar week of the term: 70% (tuition only)

Withdrawal within the third calendar week of the term: 55% (tuition only)

Withdrawal within the fourth calendar week of the term: 25% (tuition only)

Withdrawal after completion of the fourth calendar week of the term: NONE

*Note: All fees (including school-related fees) are nonreturnable after the official first day of the semester.

Note: A student may not withdraw from a class after the ninth week of the fall or spring semester or in the last two weeks of each six-week summer session. Exceptions to the published refund schedule may be appealed in writing to the refund committee in the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130) and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted. Students who withdraw should review the “refunds” page on the Office of the Bursar’s website.

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

For any semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid. Please review the “satisfactory academic progress” standard on the Office of Financial Aid website, so as not to jeopardize future semesters of aid.

Tuition Insurance

The College strongly advises students to purchase tuition insurance to protect their investment in the event of withdrawal from courses beyond the published refund schedule. This insurance can be very helpful when unexpected situations cause a student to withdraw. Exceptions to the University’s refund policy are rarely granted for withdrawals after the fourth week of the semester. Please contact A. W. G. Dewar, Inc. (Four Batterymarch Park, Quincy, MA 02169-7468; 617-774-1555) or visit tuitionrefundplan.com for more information.
FINANCIAL AID

New York University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines.

Visit Financial Aid and Scholarships at nyu.edu/financial.aid for full access to the information and procedures summarized here. Particular attention should be given to (1) Types of Financial Aid (for scholarships, grants, loans), (2) How to Apply, and (3) Applications and Forms. These topics are included on the navigation bar located on the home page.

Applying for Financial Aid at NYU

The following applications are the forms new freshmen applicants must submit for any and all types of financial aid awarded at NYU, including all need-based and merit-based scholarships:

• New York State Tuition Assistance Program (TAP) (only new freshmen and transfer applicants who are New York State residents)

NOTE: Applicants must file all their relevant applications by the deadlines to be considered for NYU scholarships and grants. All students will be reviewed for federal financial aid as long as they have a FAFSA on file, are taking a minimum of six credits, and are otherwise eligible.

Refer to the “How to Apply” area of the website for details specific to students applying for admission to NYU’s Washington Square campus, NYU Abu Dhabi, and NYU Shanghai.

Undergraduate students seeking financial aid for summer courses may be considered for summer scholarship. For up to date information on summer scholarship, please refer to the “How to Apply” section of the website and select “Summer Financial Aid.”

All students will be reviewed for federal financial aid as long as they have a FAFSA on file, are taking a minimum of six credits during the summer term, and are otherwise eligible.

Deadlines

For Freshman Applicants:**

Early Decision I:

• CSS Profile – November 15

• CSS Profile Waiver Request for the Noncustodial Parent - November 20

• FAFSA – February 15

(recommended filing date of November 15)

Early Decision II:

• CSS Profile – January 15

• CSS Profile Waiver Request for the Noncustodial Parent – January 20

• FAFSA – February 15

(recommended filing date of January 15)

Regular Decision:

• CSS Profile – February 15

• CSS Profile Waiver Request for the Noncustodial Parent – February 20

• FAFSA – February 15

**All deadlines are at 11:59 pm Eastern Standard Time. If all required applications are filed on time, admitted new freshmen should receive their financial aid package within 24-48 hours of being admitted.

For transfer applicants:

Fall/Summer Admission:

• FAFSA – April 1 (to receive a final financial aid award in May/June)

Spring Admission:

• FAFSA – November 1 (to receive a final financial aid award in December)

Eligibility for Financial Aid

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Financial aid awards are not automatically renewed each year. To renew undergraduate scholarships, students who are U.S. citizens, permanent residents, or eligible non-citizens must submit the CSS Profile each year and international students must submit the CSS Profile each year by May 1. They must also continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

Withdrawal

Students receiving federal student aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based upon the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.
SCHOLARSHIPS AND GRANTS

Eligibility for merit-based and/or need-based scholarships at NYU is determined upon entrance to the University based on prior academic strengths and, if applying for financial aid, a student's demonstrated financial need. Most undergraduate scholarships at NYU are based on a combination of need and merit and require that students file their financial aid applications on time for consideration.

Federal Scholarships and Grants
Eligibility is based on submission of the FAFSA, and no separate application is necessary.

State Grants
New York State offers a wide variety of grants and scholarships to residents, subject to the annual availability of funds. Application is made directly to the state and grants are awarded by the state. New York State programs are listed at hesc.ny.gov.

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 individual state financial aid agencies to ask about program requirements and application procedures (call 800-433-3243 to get the phone number and address, or search online at studentaidhelp.ed.gov). Upon receiving an eligibility notice from a state program, submit it immediately to the NYU Office of Financial Aid.

Scholarships and Grants from Other Organizations
Students may be eligible for a private scholarship or grant from an outside agency. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. A number of extensive scholarship search resources are available free online and several are featured at nyu.edu/financial.aid. Students must notify the Office of Financial Aid if they receive funds from any of these sources. Financial aid must not exceed a student's estimated cost of attendance, including outside scholarships and grants.

OTHER SOURCES OF AID

Federal and Private Loans
For information about federal loans and private (non-federal) alternative loans please consult nyu.edu/financial.aid.

Student Employment
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
212-998-4730
nyu.edu/careerdevelopment

Most financial aid award packages include work study. This means that students are eligible to participate in the federal work study program and may earn up to the amount recommended in their award package. Work study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

Resident Assistantships
Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation is room and/or board, and/or a stipend. Applications and further information may be obtained from nyu.edu/life/living-at-nyu.

Tuition Remission
Beginning with the incoming class of fall 2018, undergraduate dependents of NYU employees with tuition remission may be eligible for scholarship above and beyond their tuition remission benefit if they would have been eligible for an amount greater than the tuition remission under the traditional scholarship review process. In order to be considered for his additional amount, students have to file the CSS Profile and FAFSA on time and have financial need based on the CSS Profile. Details about tuition remission eligibility information can be obtained at nyu.edu/employees/benefit.

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 that they receive this benefit.

Optional Payment Plans
Payment plans can help manage educational expenses. Options are described at nyu.edu/bursar/payment.info/plans.
STUDENT FINANCIAL AID RESPONSIBILITIES

• You must apply for financial aid each year to receive any and all types of financial aid we award at NYU, including all need-based and merit-based scholarships.

• Consult nyu.edu/financial.aid for all financial aid application deadlines. Failure to meet the NYU deadline may result in a reduction of your aid eligibility.

• Use NYU Albert to accept your financial aid awards.

• If you submit documents to the Office of Financial Aid, please put your University I.D. number on each page and keep a copy for yourself. Do not submit originals.

• Be certain that you understand the conditions of the awards you accept. Contact the Office of Financial Aid if you have any questions.

• You must adhere to satisfactory academic progress standards to remain eligible for financial aid. The Office of Financial Aid will send reminders, but it is the student’s responsibility to know and heed the requirements.

• You must notify the Office of Financial Aid immediately if you receive an award or financial aid from any additional source. A change in your resources may affect your eligibility for student aid.

• You must respond immediately to all requests from the Office of Financial Aid. Failure to comply may result in the cancellation of your aid.

• Consult with the Office of Financial Aid immediately if you reduce your academic program to fewer points, or if you are enrolled full-time (at least 12 points) but intend to begin part-time (less than 12 points). Also contact the Office of Financial Aid if there is a change in your housing status. A change in enrollment or housing status may affect the financial aid you receive.

• Be sure to notify the Office of the University Registrar if you move by updating your contact information via NYU Albert. We use the records of the Office of the University Registrar to administer financial aid.
Registration, Advisement, and Counseling

REGISTRATION

The College Advising Center (Silver Center, 100 Washington Square East, Room 905) provides advising, academic services, and information on registration throughout the year. Any student with a question or problem is invited to come to the office or to call 212-998-8130 and ask for assistance. Office hours are weekdays from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.). Students complete their initial registration through Albert, the University's web registration system, at home.nyu.edu. Students also use Albert to make later adjustments to their schedule.

Continuing Students
Students currently enrolled in the College register early for the following semester—in November for the spring term and in April for the fall term. Students who are currently enrolled or on an official leave of absence receive notification of the date and time when they can register. Before registering, students plan a provisional schedule and put it in the "shopping cart" function of Albert. They also discuss their program and courses with their adviser, who then clears them for registration. At the appointed time or thereafter, students access Albert to register. Students must complete registration by paying their tuition and fees. Online tuition statements and payment options are available through the Office of the Bursar.

New Students
Newly admitted students receive detailed instructions about orientation and registration, as well as the name and contact information of an adviser in the College Advising Center who assists them in academic planning, course selection, and registration. Transfer students with a declared major also have an opportunity to discuss their program with a faculty member in their chosen major department. For preregistration immunization requirements, please see "immunization requirements" in the academic policies section of this Bulletin.

ADVISEMENT

College Advising Center
The College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130; advising.cas.nyu.edu) offers a wide range of services and programs designed to meet the needs of a diverse student body. The advisers serve as a basic source of information about the degree requirements, policies, and procedures of the College. Academic and career development workshops are sponsored or cosponsored to assist students in planning academic programs, choosing a major, and negotiating registration. In addition, various cocurricular educational opportunities, from informal faculty talks to seminars and lectures, are arranged through the center. Support programs are available for African American and Latino students; international students; undecided students; and freshmen, sophomores, juniors, and seniors. Advisers also meet individually with students who want to discuss concerns or questions they may be having about the University. The advisers serve as a liaison with other offices and can make referrals when appropriate. The College Advising Center is thus the best place for students to visit when they are unsure of where to go for help. It is open weekdays from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.). Questions about cross-registration in other schools of the University, combined degree programs, and the College Core Curriculum may be brought to the College Advising Center and Academic Resource Center or ARC (18 Washington Place). Please also see the sections on the College Core Curriculum and preprofessional, accelerated, and specialized programs in this Bulletin.

First-Year Students
All first-year students participate in the College Cohort Program (CCP). The CCP begins with a virtual advising and registration process during the early summer, including selection of a First-Year Seminar, which is required for all CAS first-year students. The First-Year Seminar determines placement in a small advising cohort. There is also an extensive academic orientation and introduction to the CCP during Welcome Week. During fall of the first year, cohorts come together every other week for a "cohort meeting," where they work closely with their academic adviser and a college leader (an upperclass mentor) exploring topics which form a foundation for exploring and engaging in the variety of academic and cultural offerings at NYU, through NYC, and within the Global Network University. Students can meet as often as they would like with their advisers individually outside the context of the cohort meeting and are required to meet for individual advising appointments prior to registration for the
following semester. Cohorts continue meeting on a monthly basis through the spring semester of the first year.

The assigned CAS adviser remains available to students throughout their undergraduate experience, and serves as the primary source for academic advising until the student declares a major.

**Transfer Students**

Advising for students who are transferring to CAS from another college or university begins once the College is notified that they have accepted admission. Students begin with a virtual advising and registration process which includes direct contact with an academic advisor who can interpret the transfer credit report, assist with course selection, and answer all questions about degree requirements and registration. Transfer students are also invited to a special orientation session which provides additional information needed to make a smooth transition into the College. CAS advisers lead these sessions along with current upperclassmen who serve as student resources throughout the orientation and transition.

Transfer students participate in the College Cohort Program (CCP) and are assigned an academic advisor within the College Advising Center. Transfer students approaching junior standing must also declare a major and meet with an assigned adviser in the major department in order to ensure that appropriate course selections for the following semester are being made.

**Departmental Advisement**

Students who have declared a major go to their major’s department for their primary advisement. All declared majors must have their registration approved by a departmental adviser. Departmental advisers can also be consulted throughout the academic year about graduate study and career opportunities. Office hours for departmental advisers are maintained in the departmental offices.

---

**THE UNIVERSITY LEARNING CENTER**

The College of Arts and Science operates Learning Centers in the Academic Resource Center or ARC (18 Washington Place) and University Hall (110 East 14th Street, UHall Commons). The Learning Centers provide extensive academic support services, free of charge, to students in all divisions of the University who take courses in the College. With their highly visible and accessible settings, they serve to link academics with students’ residential and campus lives. Services offered by the centers include the following:

- Individual and group tutoring sessions
- Examination review sessions
- Study skills assessment and academic skills workshops

For further information on services, offerings, and schedules at the ULC, please visit nyu.edu/ulc.

---

**COUNSELING AND BEHAVIORAL HEALTH SERVICES AT THE COLLEGE OF ARTS AND SCIENCE**

Counseling and Behavioral Health Services (CBH) at the College of Arts and Science is open between 9 a.m. and 5 p.m., Monday through Friday, in the Silver Center, 100 Washington Square East, Room 920. The walk-in hour is 2 p.m. to 3 p.m. daily; no appointment is necessary. Counseling services are free on a voluntary basis for any full- or part-time student enrolled in the College. When necessary, medication and outside referrals are available. All conversations are kept strictly confidential. CBH/CAS counseling staff members provide assistance in workshops, as well as in group and individual psychotherapy.

The social and emotional conflicts that occur in a person’s life occasionally prevent him or her from functioning optimally. Concerns about interpersonal relationships, poor grades or other academic problems, feelings of inadequacy, anxiety, loneliness, sexual problems, eating disorders, substance abuse, and family and/or marriage conflicts are difficulties any individual might encounter. CBH/CAS counselors provide an atmosphere where personal concerns can be examined and discussed freely and confidentially. Call 212-998-8150 or visit the center for information or to make an appointment.

Students are also encouraged to contact and visit NYU Counseling and Wellness at 726 Broadway, 4th Floor, Suite 471; 212-998-4780. NYU’s Wellness Exchange (nyu.edu/999) offers a 24-hour hotline: 212-443-9999.
Various Department of Veterans Affairs (VA) 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 does not pay tuition and fees at the time of registration, but will have anticipated aid placed onto the student account based on the estimated amount of coverage from the VA. This applies primarily to Chapter 31 and 33 benefit recipients.

Veterans with service-connected disabilities may qualify for educational benefits under Chapter 31. Applicants for this program are required to submit to the Department of Veterans Affairs a letter of acceptance from the college they wish to attend. Upon meeting the requirements, the Department of Veterans Affairs will assign a case manager who will issue a signed Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar after registering for course work. The form can be scanned and e-mailed to certifications@nyu.edu.

Basic Allowance for Housing (BAH) is usually sent directly to veterans by the VA; students must be enrolled at a rate of more than half time to qualify for this benefit, and must be enrolled full time to receive the full monthly BAH rate. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire certification of enrollment. Students eligible for BAH will only receive this benefit if their enrollment is certified with the VA each term.

All veterans are expected to reach the objective (bachelor’s or master’s degree, doctorate, or certificate) authorized by the VA 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 non-punitive grades (i.e. “W”) are received.

To be eligible for the Yellow Ribbon benefits, an individual must be entitled to the maximum Post-9/11 GI Bill benefit. An individual may be eligible for the Yellow Ribbon Enhancement if:

- He/she served an aggregate period of active duty after September 10, 2001, of at least 36 months.
- He/she was honorably discharged from active duty for a service-connected disability and had served 30 continuous days after September 10, 2001.
- He/she is a dependent eligible for transfer of entitlement under the Post-9/11 GI Bill based on a veteran’s service under the eligibility criteria, as described on the U.S. Department of Veterans Affairs website.

Yellow Ribbon funding is activated when the student has remaining tuition charges after all Post-9/11 GI Bill funding has been exhausted for the academic year, which begins in the fall term and ends the following summer term. For up to date amounts regarding the Post-9/11 GI Bill and a complete list of Yellow Ribbon awards at NYU, visit nyu.edu/registrar and refer to the Veterans site.
Degree Requirements

The University confers the following degrees on candidates recommended by the faculty of the College of Arts and Science and approved by the trustees of New York University:

**Bachelor of Arts (B.A.)**
B.A. programs are offered by all departments of the College except that of neural science.

**Bachelor of Science (B.S.)**
B.S. programs are offered by the following departments of the College: chemistry, neural science (no B.A. option), and physics. They are also offered for the combined major in global public health and science, with a concentration in biology or chemistry (no B.A. option). For details, see the sections on these individual departments and majors in this Bulletin. The College also offers jointly with the NYU Tandon School of Engineering a dual-degree, Bachelor of Science/Bachelor of Science (B.S./B.S.) program; see the engineering section in this Bulletin. Further information on engineering is available in the College Advising Center, Silver Center, Room 905; 212-998-8130.

**GENERAL REQUIREMENTS**

The general degree requirements are the same for the B.A. and the B.S., with the exception of the engineering B.S./B.S.

To be eligible for the bachelor's degree, students must complete 128 points with a cumulative grade point average of at least 2.0. Within these points, students must fulfill the requirements of both a major (also completed with a minimum grade point average of 2.0) and the College Core Curriculum.

The degree requirements to be fulfilled are those in effect during the term of the student's first registration in the College. Registration in another division of New York University does not constitute a registration in the College of Arts and Science. Readmitted students must fulfill the requirements as listed in the College of Arts and Science Bulletin published during the year of their readmission, unless their readmission letter states otherwise.

In very exceptional cases, a student may petition the Committee on Undergraduate Academic Standards for approval of a change in the requirements as stated in the Bulletin. The petition form may be obtained from the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

**CONFERRING OF DEGREES**

Degrees are conferred in September, January, and May. The formal conferring of degrees by the president of the University takes place annually at Commencement in May.

**THE MAJOR**

Major requirements, varying from department to department, are specified in the sections of this Bulletin devoted to the course listings of individual departments and programs. Generally, a little more than one-third of the total points are earned in the major concentration.

Every student must complete a major with a cumulative grade point average in the major of at least 2.0. At least one-half of the courses (and in some departments, at least one-half of the points) used to complete the major must be taken in the College of Arts and Science. A student may not register for courses in the major outside of NYU. The student must be accepted as a major in the department and must review his or her program with a department adviser each term.
DECLARATION

Students go to the office of the department or program to declare a major and have it posted in the Student Information System (Albert). Students who have earned 64 or more points must declare a major. Those with fewer than 64 points are strongly encouraged to declare a major as early in their academic career as possible.

DOUBLE MAJOR

Students may take a double (second) major. The same requirements, including the maintenance of a minimum grade point average of 2.0, apply to the second major as to the first. The second major is declared in the same way as the first (see above).

In some cases, courses may be applicable to both majors if the academic departments consider this appropriate. Students must then obtain written approval for the shared course(s) from the directors of undergraduate studies of both departments. No student may double count more than two courses between two majors (or between a major and a minor, or between two minors); some departments have set more restrictive sharing rules (a limit of one shared course, or none at all) as indicated in their sections of this Bulletin. No course may ever be triple-counted among any combination of three majors and/or minors.

THE MINOR

The minor requirements are found in the departmental sections of the Bulletin. The (optional) minor must be completed with a minimum grade point average of 2.0.

The minor is declared at the office of the sponsoring department or program. No more than one minor can be completed outside of the College in the other divisions of NYU, as the limit on non-CAS credits is set at 16 points.

REGULATIONS PERTAINING TO BOTH MAJOR AND MINOR

The major and minor requirements to be followed are those stated in the departmental sections of the Bulletin in effect during the semester of the student’s first registration in the College. No credit toward the major or minor is granted for grades of C-minus or lower, although such grades will be computed into the grade point average of the major or the minor, as well as into the overall grade point average.

No course to be counted toward the major or minor may be taken on a pass/fail basis. (See “pass/fail option” under academic policies in this Bulletin.)

Transfer students from other colleges and universities must have the written approval of the director of undergraduate studies to count transfer courses toward the major or the minor. Once a student transfers to the College, all course work must be completed at NYU. (See also “transfer students,” below.)

TIME LIMIT

All requirements for a degree in the College must be met within a period of eight years from the date of matriculation. For transfer students and for students who are readmitted to the College, the length of time is proportionately reduced. Transfer credit is not granted for courses taken more than 10 years before the student’s matriculation in the College.

RESIDENCE REQUIREMENT

Once a student enrolls in the College of Arts and Science (first year and/or transfer), all course work used to satisfy the 128-credit degree requirement must be completed at NYU. All students must complete a minimum of 64 points in College of Arts and Science coursework (-UA suffix). Students must complete their last 32 points while registered in the College. In addition, students must be registered in the College during the semester immediately prior to graduation, unless officially approved for a leave of absence in that semester. One-half of the courses used to complete the major or the minor must be taken in the College. Any transfer courses to be applied toward major or minor requirements must be approved by the department.
TRANSFER STUDENTS

Transfer students, whether external or internal, must complete 64 points in College of Arts and Science coursework (-UA suffix) and must earn a cumulative grade point average of at least 2.0 overall, in the required major, and in the optional minor.

Courses taken in other NYU schools (i.e., without a -UA suffix) do not count toward the 64 credit minimum. Neither do NYU Abu Dhabi (-AD/UH) or NYU Shanghai (-SH) courses. (However, -UA study away courses do count toward the 64 points.) At least one-half of the courses used to complete the major and any minor must be courses offered by the College (-UA suffix). Any transfer courses to be applied toward major or minor requirements must be approved by the department and may not exceed one-half of the required coursework for the major or minor.

Courses in which a grade of C-minus or lower was obtained are not transferable. Grades earned from external transfer courses are not calculated in the NYU grade point average.
Academic 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, Silver Center, Room 909; 212-998-8140. Such status will be granted only when there is good and sufficient reason for part-time study.

Failure to complete a minimum of 24 points per year jeopardizes a student’s full-time status. Failure to complete 32 points per year may jeopardize a student’s eligibility to receive financial aid; students should discuss their situation with the Office of Financial Aid in the StudentLink Center, 383 Lafayette Street.

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 Undergraduate Academic Standards, as must any other student wishing to register for more than 20 points.

Change of Program

To make any changes in their program, including dropping or adding courses given in other divisions of the University, students must access Albert via NYUHome or file a change of program (“drop/add”) form with the Office of the Registrar in the StudentLink Center, 383 Lafayette 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 with the written approval of both the instructor and Academic Standards in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Dropping and Withdrawing from Courses

Students are expected to maintain a full-time program as described above. Occasionally, they may withdraw from a course if, because of reasons beyond their control, they cannot continue. Courses dropped during the first two weeks of the term will not appear on the transcript. Those dropped from the beginning of the third week through the end of the ninth week of the term will be recorded with a grade of W. After the ninth week, no one may withdraw from a course. Students who are ill or have a serious personal problem should see, call, or write to an adviser in the College Advising Center, Silver Center, Room 905; 212-998-8130.

Complete Withdrawals

Students who wish to withdraw from all courses in the current term must make an appointment for an interview with an adviser in the College Advising Center.

If the student is unable to attend the College during the term following the withdrawal, he or she should discuss a leave of absence with an adviser in the College Advising Center. For more information, see “leave of absence,” below.

Auditing

Matriculated students in the College or in any division of the University (undergraduate or graduate) 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 (visiting, 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 “withdrawal from courses,” above.

Religious Holidays and Attendance

New York University, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it has also long been University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it. In 1988, the University Senate affirmed this policy and passed a resolution that elaborated on it as follows:

1. Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.
2. Whenever feasible, examinations and assignment deadlines should be scheduled on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.
3. If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.
4. No adverse or prejudicial effects shall result to any student who avails himself or herself of the above provisions.

LEAVE OF ABSENCE

General Leave

If a student and an adviser agree that a leave of absence is the best way to proceed given the student’s situation, the adviser will assist in the withdrawal from the semester and extended time for a leave of absence. A student needs to make an appointment with an adviser to discuss his or her particular situation and review the terms of the leave of absence; please contact the College Advising Center, Silver Center, Room 905; 212-998-8130.

A student may request a leave of absence for the fall or spring semester, and must make his or her request prior to the end of the second week of the semester he or she wishes to be on leave. A student who requests a leave after that deadline or who has been out of attendance without first being granted a leave must apply for readmission. Also note that leaves are not granted retroactively for past semesters.

There are no leaves of absence for the summer and January terms, as enrollment during these terms is not required to maintain matriculation in the College.

A student granted a leave does not have to make a formal application for readmission as long as he or she returns to the College within the agreed-upon time (a maximum of two semesters during a student's academic career). Students who attend another college during the leave must petition to have the credits transferred after they have been approved to return to the College. Petitions may be obtained at the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

Students are advised to inquire how the leave of absence may affect their scholarship and financial aid award and should contact the Office of Financial Aid at 383 Lafayette Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College must apply for readmission. (See the admission section of this Bulletin.)

Psychological and Medical Leave

If a student and a counselor or a physician at the Student Health Center, 726 Broadway, 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. The student needs to complete the leave of absence petition form, which can be obtained at the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140. Leave of absence petitions are accepted and reviewed on a rolling basis throughout the academic year.

On/about six (6) weeks prior to the first day of classes of the semester in which the student seeks to return, the student must have his or her counselor/therapist or physician complete a certification of readiness to return to school from a leave of absence form. The provider needs to state clearly that the student is ready to return and that NYU is a suitable environment in which to continue his or her academic work. The student must also schedule an appointment with a counselor/therapist or physician at the Student Health Center, 726 Broadway, prior to receiving approval from the College to return. A student granted a leave does not have to make a formal application for readmission as long as he or she returns to the College within the agreed-upon time.

Students on psychological or medical leave may want to take one or two courses at another institution to maintain academic progress; if so, they must petition to have the credits transferred after they have been approved to return to the College. Petitions may be obtained at the Office of the Associate Dean for Students, Silver Center,
Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

Students are advised to inquire how the leave of absence may affect their scholarship and financial aid award and should contact the Office of Financial Aid at 383 Lafayette Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College must apply for readmission. (See the admission section of this Bulletin.)

Leave of Absence for Required Military Service

International students whose home countries require students to perform two years of military service do not need to apply for readmission to the College of Arts and Science after a leave of absence for military service, provided they meet the following conditions: (1) they are on leave for just four regular (e.g., fall and spring) semesters and (2) they provide documentation of their military service during that time, accompanied by English translation by accredited third-party translators. Students may not register for courses until the required documentation has been provided. Students who take a leave of absence for a military-related reason who fail to meet these conditions must apply for readmission with no guarantee of acceptance.

A student needs to make an appointment with an adviser to discuss his or her particular situation and review the terms of the leave of absence. Please contact the College Advising Center, Silver Center, Room 905; 212-998-8130.

Students are advised to inquire how the leave of absence may affect their scholarship and financial aid award and should contact the Office of Financial Aid at 383 Lafayette Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College must apply for readmission. (See the admission section of this Bulletin.)

Credit

Credit for Advanced Placement, International Baccalaureate, A Level, and Other Examinations

The College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken Advanced Placement exams while in high school should have the Educational Testing Service in Princeton, N.J., forward their official scores to NYU Undergraduate Admissions, 383 Lafayette Street, New York, NY 10003.

No credit is given for AP tests taken after the completion of high school. In most subjects, if the score received is 4 or 5, credit will be granted. The AP credit will be lost, however, if a student takes the equivalent course for credit in the College. For more information, see the “advanced placement equivalencies” chart in the admission section of this Bulletin.

For information on IB, A Level, and the other international examinations for which CAS awards credit (minimum scores, course equivalencies, etc.), please see “credit by examination” and charts in the admission section of this Bulletin.

The maximum number of credits allowed toward the degree requirements of the College that are a result of any possible combination of nonresident special examination programs (plus previous coursework, if applicable and approved) shall not exceed a total of 32.

College Credit Taken While in High School

Credit may be awarded to students who have completed college courses while in high school (credits from either a community college or a four-year college or university are acceptable), provided that: they received a grade of “B” or better in the courses; an official transcript from the college or university is received; and corresponding courses are offered at NYU. These courses must be taken on a college/university campus with college/university students, and must be taught by a college/university faculty member; college courses taught in high schools by secondary school instructors are not acceptable. Also note that NYU does not grant credit for college courses that are used to satisfy high school graduation requirements.

Students who enter CAS as freshmen can be awarded a maximum of 32 advanced standing credits; this limit includes both credit from AP and other exams and previous college credit.

Credit for Courses in the College

To receive credit for a course, the student must register before attending, meet the requirements for attendance, and creditably complete all examinations and assignments prescribed by the instructor. For exceptional students, most departments also offer independent study. The College does not permit students to register as auditors.

Restrictions on Receiving Credit (Including Course Repeat Policy)

For students who matriculate in or are re-admitted to the College of Arts and Science in fall 2012 and thereafter: A student who has taken a course for credit or who has obtained a W in a course is permitted to repeat that course once. Students may not repeat more than two courses during their undergraduate careers. Students may not repeat courses in a designated sequence after taking more advanced courses. The departments determine the sequencing of courses. Students with questions regarding the repetition of courses or course sequences must consult with the particular department offering the course. When a student repeats a course, no additional credit will be awarded. Both grades will be recorded and computed in the grade point average. Courses that a student repeated before internally or externally transferring or transitioning into CAS do not count against the two-course limit. (Students who entered CAS before fall 2012 should consult this section of the
CAS Bulletin for the year they matriculated in the College to find the course repeat policy applicable to them).

A limited number of credits may be earned by those in the military services who take correspondence courses in colleges approved by the United States Armed Forces Institute.

Students may not be registered at another university at the same time that they are registered in the College of Arts and Science.

Credit for Courses at Other Schools and Divisions of New York University

Courses may be taken in the New York University Graduate School of Arts and Science. 1000-level graduate courses may be taken as described in the departmental sections of this bulletin, and 2000-level graduate courses may be taken with written approval of the instructor. If graduate courses are applied toward the completion of requirements for the baccalaureate degree, no advanced credit is allowed for them in the Graduate School of Arts and Science.

It is also possible for students to take courses in other undergraduate divisions of New York University and to have credits for these courses applied to the degree in the College.

Students may take a total of 16 points in other divisions, including any courses for particular minors approved by the College. Transfer students should note that credits for non-liberal-arts courses (e.g., business, applied art, speech) taken at another institution count as part of the 16 points. Students seeking additional non-liberal-arts credits beyond the 16-point limit must file a petition with the Committee on Undergraduate Academic Standards in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

Some study away courses bearing the suffixes -AD/UH (NYU Abu Dhabi) and -SHU (NYU Shanghai) are approved not to count against each CAS student’s 16-point allowance in the other schools of NYU.

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 Professional Studies, and/or in the Liberal Studies Program, once a student is registered in the College. However, CAS students are allowed to take some specified advanced courses in Global Liberal Studies (GLS).

Internal and external transfer students to the College must complete 64 credits in CAS (-UA) courses; courses taken in the other divisions and schools of NYU (including NYU Abu Dhabi and Shanghai) cannot count toward this 64 credit requirement.

Summer Credits

Once admitted to the College, students must take all courses here, including those they need or wish to take during the summer. Exceptions are granted only rarely and only for good academic reasons.

Requests for a waiver should be made by submitting a petition to the Committee on Undergraduate Academic Standards in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

Information about NYU summer course offerings is available during the preceding fall and spring terms, as is information about dormitory facilities available to students who usually commute.

Credit for Independent Study

Most departments offer independent study courses for students with exceptional qualifications. In these courses, the work is planned specifically for each student. Independent study courses allow the student to work independently with faculty supervision and counsel. The courses typically carry variable credit of 2 or 4 points each term. They are normally limited to upper-class majors but may be open to other well-qualified students. To register for independent study, a student must have written approval of the director of undergraduate studies of the department in which the course is offered. The result of the independent study course should be a paper or objective, tangible evidence of completion of the work. The individual departments may grant credit for not more than 8 points of independent study for work approved in advance. In general, students are not permitted to take more than 12 points of independent study and/or internship, and no more than 8 points may be taken in any one department. Internships and/or independent study courses taken in other divisions of the University or at other universities do not count toward the College degree.

More specific information can be found under the individual departmental sections.

Credit for Transfer Students

Students are allowed to transfer up to 64 credits to the College and must present official college transcripts. Credits based on semester hours are accepted from other institutions at face value and are not altered when they are transferred into the College. Quarter hours will be converted to semester hours to determine the number of credits transferable to the College of Arts and Science. Non-liberal-arts credits are not always transferable, and transfer credit is never awarded for independent study or internship courses. Only credits for course work taken with a grade of C or better will be transferred. Courses taken for a pass/fail grade will not transfer to the College.

Internal and external transfer students to the College must complete 64 credits in CAS (-UA) courses; courses taken in the other divisions and schools of NYU (including NYU Abu Dhabi and Shanghai) cannot count toward this 64 credit requirement.

Credit for Non-NYU Study Abroad

Credits based on semester hours (similar to schools in the United States) are accepted
from institutions abroad at face value and are not altered when the credits transfer into the College. Often credits from institutions abroad must be adjusted or converted to correspond to the College’s requirements for awarding credits. Approval to participate in a non-NYU study abroad is only obtained by completing an academic proposal. The packet of information required to complete the proposal is available at the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

When students receive approval to participate in a non-NYU program abroad, the specific courses they will take are approved and the number of transfer credits they will receive are specified.

Credit for Online Courses
CAS students can count up to four online courses toward the baccalaureate degree. They can be taken in other NYU schools and/or be applied as external transfer credit. No prior approval is needed to take an NYU online course. However, students must petition to transfer in external online courses. Petition forms are available at the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

EXAMINATIONS AND GRADES

Missed and Makeup Examinations
As noted under “grades,” below, a student who cannot take the final examination in a course at the regularly scheduled time may be given the grade of Incomplete. The student must discuss the reasons for missing the examination with the instructor and, in the case of illness, must submit a doctor’s note to the instructor. The student must ask the instructor to give a grade of Incomplete. Incompletes are not awarded automatically. The time and place of any makeup examinations are set by the instructor or the department.

Incomplete grades received because of a missed final examination must be removed within the semester following the one in which the Incomplete was received. In the case of students who are out of attendance, such grades must be removed within one year after the end of the course concerned. A grade of Incomplete that is not removed within this time limit becomes an F and is computed in the grade point average. (Regarding the removal of Incompletes received for missed work other than final examinations, see under “grades” and “incompletes,” below.)

Grades
Students may obtain their final grades for each semester on Albert via NYUHome at home.nyu.edu. The parents or guardian of a student who is a minor (under 18 years of age) may, on a written request to the Office of the University Registrar, obtain the student’s grades at any time.

The following symbols indicating grades are used: A, B, C, D, P, F, NR, and W.

The following symbols indicating grades may be awarded: A, A-, B+, B, B-, C+, C, C-, D+, D, F. In general, A indicates excellent work, B indicates good work, C indicates satisfactory work, and D indicates passable work and is the lowest passing grade. F indicates failure.

By vote of the University Senate on March 29, 2018, the weights assigned in computing the grade point average are as follows, effective fall 2018 and thereafter. Grades and GPAs prior to fall 2018 will not change; for the pre-fall 2018 weighting of grades, please consult an archived CAS Bulletin.

\[
\begin{align*}
A &= 4.000 \\
A- &= 3.667 \\
B+ &= 3.333 \\
B &= 3.000 \\
B- &= 2.667 \\
C+ &= 2.333 \\
C &= 2.000 \\
C- &= 1.667 \\
D+ &= 1.333 \\
D &= 1.000 \\
F &= 0.000 
\end{align*}
\]

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 (using the grade weighting in effect before fall 2018): A student who has completed 8 points of A (4.0), 4 points of B (3.0), and 4 points of C (2.0) has a grade point average of 3.25. This is obtained by adding 8 points of A x 4.0 (point value of A), 4 points of B x 3.0 (point value of B), and 4 points of C x 2.0 (point value of C), which totals 52 (the total of all grade points earned), and then by dividing 52 by 16 (the total number of credit hours completed). This gives the grade point average of 3.25.

Policies on Assigned Grades
Once a final grade has been submitted by the instructor and recorded on the transcript, the final grade cannot be changed by turning in additional coursework.

Courses cannot be audited as a means of satisfying requirements for an incomplete grade or as a means of changing a previous grade.
To appeal an assigned grade, the student should first consult with the instructor who assigned the grade to discuss the grading requirements for the course and how the grade was determined. If the student is not satisfied with the outcome of the discussion and wishes to appeal the grade further, a formal written appeal should be submitted to the chair and/or director of undergraduate studies in the particular department. An independent review of the grade will be undertaken by the department. All of the student’s work will be reviewed to clarify how the grade was determined and to ensure the grade is consistent with the academic guidelines and policies of the department. The decision of the department in matters related to a course grade is final.

In the case of a course that has been repeated, for students who matriculated in CAS before fall 2012: only the second grade, whether higher or lower, is computed into the grade point average. The initial grade, however, remains on the transcript.

In the case of a course that has been repeated, for students who matriculate in or are re-admitted to CAS in fall 2012 and thereafter: both grades will be recorded on the transcript and both grades will be computed in the grade point average.

The grades for courses taken abroad in one of New York University’s programs or at one of the exchange sites are recorded on the transcript and are also included in the grade point average. The grades for graduate and professional courses taken at other divisions in the University are included in the grade point average, provided that permission to enroll is obtained prior to registration for the courses.

Not included in the undergraduate grade point average are grades for the first year of professional courses taken by those students in the three-year accelerated dental program and grades for work done at institutions other than New York University (except for exchange sites abroad).

Grade of P
The grade of P (Pass) indicates a passing grade (A, B, C, or D) in a course taken under the pass/fail option. It is also used to indicate nongraded courses. The grade of P is not computed in the average. The grade of F under the pass/fail option is computed in the average. For more information and procedures to obtain the pass/fail option, see the section “pass/fail option,” below.

Grade of W
The grade of W indicates an official withdrawal of the student from a course in good academic standing. Please see “change of program” and “withdrawing from courses,” above, for information on the regulations and procedures for withdrawing officially from courses.

Grade of I
The grade of I (Incomplete) is a temporary grade that indicates that the student has, for good reason, not completed all of the course work but that there is the possibility that the student will eventually pass the course when all of the requirements have been completed. A student must ask the instructor for a grade of I, present documented evidence of illness or the equivalent, and clarify the remaining course requirements with the instructor.

The incomplete grade is not awarded automatically. It is not used when there is no possibility that the student will eventually pass the course. Courses cannot be audited as a means of satisfying requirements for an incomplete grade. 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.

Grade of NR
Grades not entered by the course instructor or academic department within 60 days from the grade deadline will lapse to NR (No Record). Courses with NR grades will not count toward earned credit and will not factor into the GPA, but will count as credits attempted and will impact academic progress evaluations used for financial aid eligibility. Students may not graduate with NR grades on their transcript without a formal documented exception approved by the CAS Office of the Associate Dean for Students.

Incompletes
All work missed in the fall term must be made up by the end of the following spring term. All work missed in the spring term or in a summer session must be made up by the end of the following fall term. Students who are out of attendance in the semester following the one in which the course was taken have one year to complete the work. Students should contact the College Advising Center (Silver Center, Room 905; 212-998-8130) for an extension of incomplete form, which must be approved by the instructor. Extensions of these time limits are rarely granted.

Pass/Fail Option
Students may elect one pass/fail option each term, including the summer sessions, for a total of not more than 32 points during their college career. The pass/fail option is not acceptable for courses completed at other institutions.

The choice must be made before the completion of the ninth week of the term (second week of a six-week summer session); after that time, the decision cannot be initiated or changed. No grade other than P or F will be recorded for those students choosing this option. P includes the grades of A, B, C, and D and is not counted in the average. F is counted in the average.

The pass/fail option is not acceptable in the major, the minor, or any of the courses taken in fulfillment of the College Core Curriculum requirements. Students considering the pass/fail option in their area of study or in required preprofessional courses should consult with their advisers about the effect of such grades on admission to graduate and professional schools. Students who change their majors may not be able to use courses taken under the pass/fail option to satisfy the requirements of their new majors. To declare the pass/fail option before the end of the ninth week of the semester or the end of the second week of a six-week summer session, students must consult with an adviser in the College Advising Center, Silver Center, Room 905; 212-998-8130. Advisers submit the request on students’ behalf.
Placement Examinations in Foreign Languages

Most entering students take a placement test prior to their first registration in the College. Students who took a foreign-language SAT Subject test while in high school are encouraged to present the score instead of or in addition to taking the College’s test. (Please consult the table on SAT subject exams and the College Core Curriculum in the admission section of this Bulletin.)

Placement exams for the following languages are accessible online: Cantonese, French, German, Greek (modern), Hebrew, Italian, Japanese, Korean, Latin, Mandarin (traditional and simplified), Portuguese, Russian, Spanish, and Tagalog (Filipino). To take an exam, go to nyu.edu/casflpexam/ and follow the appropriate links.

Online exams in these languages are for placement only, not exemption. Eligibility to take an in-person, paper exam for exemption from the CAS foreign language requirement is determined by a student’s score on the online placement exam.

Some languages do not have online placement exams and are only tested on paper: Gaelic (Irish), arranged through Ireland House; and Arabic, Turkish, Persian, Hindi, and Urdu, all arranged through the Department of Middle Eastern and Islamic Studies. These written exams result either in an exemption from the foreign language requirement (see “foreign language” under College Core Curriculum in this Bulletin) or in placement into the appropriate-level course.

Whether online or written, these are reading examinations; students should choose to be tested in the language in which they have good reading skills.

Placement into a lower-level course means that the student must continue his or her studies of that language (or begin a new language) until completion of the intermediate two level of that language. In some cases, adjustments in placement may be made during the first weeks of class. Students who place at a level below that which they have completed at another college will lose transfer credit if they repeat foreign language course work at the College of Arts and Science.

A foreign language examination is required of all entering students with the following exceptions: students who will begin a language they have not previously studied; students whose entire secondary schooling was in a language other than English; and foreign students who complete the sequence of required Expository Writing courses for international students. Students in these categories should contact the College Advising Center to verify that they have satisfied the foreign language requirement.

Information on foreign language placement and exemption testing can be obtained from the Office of Academic Affairs, Silver Center, Room 908; 212-998-8110; cas.nyu.edu/academic-programs/academic-support-services/placementexams.

Placement Examinations in Calculus and Mathematics for Economics

Students who intend to register for Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211) and do not meet any of the prerequisites listed in the mathematics section of this Bulletin must take a placement exam to determine their readiness to enter calculus. Students can also take placement exams to skip ahead in the Calculus I-II-III and Mathematics for Economics I-II-III sequences. Contact the Department of Mathematics, 251 Mercer Street; 212-998-3005; math.nyu.edu.

Placement into Writing Courses for English as a Second Language Students

In CAS, for most students, Writing the Essay (EXPOS-UA 1) fulfills the College Core Curriculum writing requirement. Writing the Essay requires frequent analytical and reflective writing, which is common in other courses throughout NYU. The writing and reading assignments are challenging even for native speakers of English, and require them to develop conceptual frameworks for their arguments and ideas by working with a wide range of sophisticated and complex sources at a pace comfortable for most native speakers.

NYU recognizes that international students come with varying levels of language competency and fluency and require more time to complete challenging reading and writing assignments. For international students, there are alternate pathways to satisfying the Core writing requirement.

1) International students who attended English-language high schools for four years may be uncertain about the default placement into Writing the Essay (EXPOS-UA 1). For those students, an option is placement within the International Writing sequence, beginning with International Writing Workshop I (EXPOS-UA 4), followed by International Writing Workshop II (EXPOS-UA 9). The expectations for International Writing Workshop I and II are the same as for Writing the Essay, but the classes are smaller and there is more time (two semesters) to complete the curriculum. For help determining whether Writing the Essay or International Writing Workshop I is the better choice for international students who attended English-language high schools for four years, please visit the Expository Writing Program webpage: ewp.cas.nyu.edu.

2) All international students who did not attend English-language high schools for four years are asked to take a survey designed to determine appropriate placement. Based on their survey responses, these students may be placed into International Writing Workshop: Introduction (EXPOS-UA 3), which is followed by International Writing Workshop I (EXPOS-UA 4) and then by International Writing Workshop II (EXPOS-UA 9). The preliminary course, International Writing Workshop: Introduction, is taught in an environment where gaining fluency in reading, writing, and speaking in English is an expected part of the coursework, and offers the international student more time and support for reading, writing, and speaking. For questions about survey results, please consult with your adviser.

Degree Progress

All students have access to their degree progress report, as generated by the Office
of the University Registrar, on Albert via NYUHome. It is located in the Academics section of the Student Center. The degree progress report is a Student Information System (SIS) accounting of completed and remaining degree requirements.

Transcripts of Record

Unofficial transcripts are available on Albert, NYU’s Web-based registration and information system. Albert can be accessed via NYUHome.

Students requiring a stamped and sealed copy of their New York University records should request an official copy of their University transcript from the Office of the University Registrar. Requests for official transcripts require the signature of the student/alumnus requesting the transcript, unless the student/alumnus has a valid NetID.

Current students and graduates with a valid NYU NetID (able to access NYUHome/Albert) who attended NYU in or after 1990 can request an official transcript from the Albert Student Center. The Official Transcript link can be found under the Grades & Transcripts section of the Student Center.

Alumni who attended NYU prior to 1990 and have a valid NetID can go to the secure online transcript request form and log in with their NetID and password. A signed consent form is not required.

Before completing their transcript request, current students should check to ensure that all their grades have been posted. Recent graduates should check to ensure that their degree has been recorded.

Any transcript request that requires any special handling must go through the secure online transcript request form (nyu.edu/registrar/transcript-form) and cannot be requested on Albert. Special handling includes: (1) sending transcripts by express mail; (2) transcripts sent to the student or alumnus/a in separate sealed envelopes addressed to admissions offices of other universities; (3) including additional documents to be sent along with the NYU transcript.

Former students who no longer have a valid NetID (unable to access NYUHome/Albert) or who attended New York University prior to 1990 must complete the secure online transcript request form (nyu.edu/registrar/transcript-form) and mail/fax/email the signature page to the Office of the University Registrar. Alternatively, they may write a letter to request transcripts and send this to the registrar. A signed consent form is required. The request letter must include all of the following information:

- University ID number
- Current name and any other name under which the graduate attended NYU
- Current address
- Date of birth
- School of the University attended
- Dates of attendance
- Date of graduation
- The full name and address of the person or institution to which the transcript is to be sent

The request may be faxed to 212-995-4154 or mailed to New York University, Office of the University Registrar, Transcripts and Certification, P.O. Box 910, New York, NY 10276-0910. There is never any charge for academic transcripts. Transcripts cannot be produced for anyone whose record has been put on hold for an outstanding University obligation.

Requesting Enrollment Verification

Students can view/print their own enrollment certification directly from Albert using the integrated National Student Clearinghouse student portal. This feature can be accessed from the Enrollment Verification link in the Grades and Transcripts section of the Student Center. Eligible students are also able to view/print a good student discount certificate, which can be mailed to an auto insurer or any other company that requests proof of status as a good student (based on the cumulative GPA).

Former students who no longer have a valid NetID (unable to access NYUHome/Albert) can request a copy using an Enrollment/Degree Completion Request form. The signed consent form may be emailed to certifications@nyu.edu, faxed to 212-995-4154, or mailed to New York University, Office of the University Registrar, Transcripts and Certification, P.O. Box 910, New York, NY 10276-0910. Verification of enrollment or graduation may also be requested by submitting a signed letter via email/fax/mail to the Office of the University Registrar with the following information:

- University ID number
- Current name and any name under which the student or graduate attended NYU
- Current address
- Date of birth
- School of the University attended
- Dates attended
- Date of graduation
- The full name and address of the person or institution to which the verification is to be sent

Arrears Policy

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

Diploma Arrears Policy

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

Diploma Application

Students may officially graduate in September, January, or May. The all-University Commencement ceremony is held in May. The College holds a baccalaureate ceremony in May. Students must apply for graduation on Albert, and they must be enrolled for either course work, leave of absence, or maintenance of matriculation during their final semester.

To graduate in a specific semester, students must apply for graduation within the application deadline period indicated on the calendar available at the Office of the
University Registrar’s web page. It is recommended that students apply for graduation no later than the beginning of the semester in which they plan to complete all program requirements. Students who do not successfully complete all academic requirements by the end of that semester must reapply for graduation for the following cycle.

ACADEMIC STANDARDS AND DISCIPLINE

Academic Standards
The Committee on Undergraduate Academic Standards reviews student records throughout the academic year. All of its actions are based on the grades to date at the end of the term.

Academic Alert
Students with cumulative grade point averages of 2.0 to 2.25 will receive an academic alert letter reflecting the committee’s specific recommendations for achieving an appropriate standard for academic performance.

Academic Probation
Any student whose record is deemed unsatisfactory will be placed on academic probation and will be so informed by letter. A record will be deemed unsatisfactory if, in any semester, the cumulative or semester grade point average falls below 2.0 or if it fails to show steady and substantial progress toward the degree. Steady and substantial progress toward the degree entails the completion, with satisfactory grades, of more than half of the courses (and points) for which a student registers in any semester. In addition, it entails satisfactory progress in the student’s major.

Failure to satisfy the conditions of probation will result in further academic sanctions and possibly dismissal from the College. The conditions usually require that the student, within the next 16 points of coursework, (a) achieve a grade point average of at least 2.0 during the term he or she is on probation, (b) not receive any grade below a C or any grade of I, and (c) not withdraw from any course without securing the permission of the Committee on Undergraduate Academic Standards prior to the withdrawal. Students on academic probation are also required to have a special probation interview with an adviser in the College Advising Center to receive registration clearance for the next semester. More specific requirements may be imposed.

The Committee on Undergraduate Academic Standards may summon students with unsatisfactory records to discuss their problems and to determine whether and under what conditions they may continue in the College. In special circumstances, the committee may recommend to the dean that students may be granted or placed on leave for a period not to exceed two semesters.

Students on academic probation may not engage in any extracurricular activities (except for departmental clubs) and may not hold office in these clubs without the approval of the Committee on Undergraduate Academic Standards.

Students on academic probation should be aware that they are usually ineligible for financial aid.

Academic Dismissal
Students who are dismissed from the College for poor academic performance will be informed via e-mail and a formal written letter. Students who have paid tuition for the next term at the time of dismissal will receive a full refund of tuition and fees.

Academic Integrity

Community of the Mind
The College is a “community of the mind.” Its students, faculty, and staff all share the goal of pursuing truth through free and open inquiry, and we support one another’s endeavors in this regard. As in any community, membership comes with certain rights and responsibilities. Foremost among these is academic integrity. Cheating on an exam, falsifying data, or having someone else write a paper undermines others who are “doing it on their own”; it makes it difficult or impossible to assess fairly a student’s interest, aptitude, and achievement; and it diminishes the cheater, depriving him or her of an education. Most important, academic dishonesty is a violation of the very principles upon which the academy is founded. For this reason, violations of these principles are treated with the utmost seriousness.

College of Arts and Science Honor Code
As a student in the College of Arts and Science at New York University, you belong to a community of scholars who value free and open inquiry. Honest assessment of ideas and their sources is the foundation of what we do.

Our University is a community of mutual trust and respect in which personal prejudice has no part in the critical evaluation of ideas. It is a place where differences of opinion can be subjected to deliberate and reasonable examination without animus. As scholars, it is therefore as a matter of honor and good repute that we each commit ourselves to assuring the integrity of our academic community and of the educational pursuits we undertake together.

As a student in the College, I pledge that:
• I shall perform honestly all my academic obligations. I will not represent the words, works, or ideas of others as my own; will not cheat; and will not seek to mislead faculty or other academic officers in their evaluation of my course work or in any other academic affairs.
• I shall behave with decorum and civility, and with respectful regard for all members of the University—faculty, staff, and fellow students—our guests, and members of our wider communities.
• I shall abide by the College and by the University rules of conduct and policies on academic integrity and by the special requirements of any individual course of study or other academic activity.
• I shall endeavor earnestly to uphold the values, standards, and ideals on which our University community depends and call on others to do so.

Discipline: College of Arts and Science Rules and Procedures on Student Misconduct
Approved by the Faculty of Arts and Science, April 30, 2015

New York University is a community of scholars who value free and open inquiry. Our work depends on honest assessment of ideas and their sources; and we expect all members of our community to maintain the highest integrity in their academic work. As scholars committed to the critical evaluation of ideas, free of personal prejudice, we also have an obligation to one another to create an educational atmosphere of mutual trust and respect in which differences of opinion can be subjected to deliberate and reasonable examination without animus. Because of the central importance of these values to our intellectual life together, students who fail to maintain them will be subject to disciplinary sanction, which may include dismissal from the University.

Disciplinary offenses include but are not limited to:

• cheating, plagiarism, falsification of data or sources, forgery of academic documents in attempt to defraud;
• destruction, theft, or unauthorized use of laboratory data, library or research materials, computer resources, or university property;
• disruption of academic events or interference with access to classrooms, laboratories, or academic offices;
• actual or threatened violence against, or assault or harassment of a student, instructor, staff member, or administrator.

The following penalties may be imposed by the faculty for disciplinary infractions:

• Warning
• Disciplinary Probation
• Suspension
• Dismissal

Complete statements of the rules and procedures for adjudicating disciplinary complaints concerning students in the College are available from the Office of the Associate Dean for Students and on the website of the College of Arts and Science.

Rules and Procedures

1. General Principles

a) Student conduct that violates the College of Arts and Science Honor Code, University-wide student conduct policies, and/or student conduct policies established by portal campuses, global academic sites, or administrative offices of the University may be subject to disciplinary action in accordance with established CAS and University procedures.

b) Student misconduct includes academic misconduct, such as plagiarism, cheating, possession of or use of any prohibited notes, reference resources, or data processing or other devices in any class or examination; and behavioral misconduct, such as forgery of academic documents in attempt to defraud; destruction, misuse, or theft of University resources; disruption of classes or other academic events, or University administrative operations; acts of violence; and assault and harassment.

c) In cases of academic misconduct, evaluation of the student’s academic performance is distinguished from disciplinary adjudication of the offense. The question of what grade the student’s work should earn is distinct from that about whether a disciplinary sanction should also be imposed. When a student is found to have engaged in academic misconduct, the instructor may reduce the student’s grade for the assignment or for the course as a whole; however, such a determination is an academic judgment made by the instructor in accord with the expectations of the department or program offering the course and is not a form of disciplinary sanction. The question of whether a disciplinary sanction should also be imposed is separate from this academic determination, as specified in the procedures described herein.

2. Academic Misconduct—Academic Review

a) When it is believed that violations of academic integrity may have occurred it is within the discretion of the faculty member to address the matter informally with the student should the infraction be judged insubstantial or should the evidence be inconclusive. In such cases the faculty member may determine that no grade reduction is warranted.

b) Should the faculty member judge the violation substantial and well supported by the evidence, he or she may, with the assent of the Director of Undergraduate Studies (or, if the Director of Undergraduate Studies is the instructor, with the chair or another academic director in the department or program, or if the department or program should be too small, in an ad hoc consultation with a chair or academic director of another department or program from the same academic division) reduce the student’s grade or assign the student a failing grade for the assignment in question or for the course as a whole. This grade reduction only reflects the student’s failure creditably to complete the academic requirements in question and is not a disciplinary sanction. The grade reduction should be proportional to the size and weight of the incident of academic misconduct among all requirements for the course.
3. Academic Misconduct—Reporting and Disciplinary Referral

a) In all instances in which there has been a finding that a CAS student committed a substantial violation of academic integrity standards of CAS or of any of its departments or programs, the Director of Undergraduate Studies will inform the student within seven (7) calendar days in writing and/or via email of any action taken and send copies of this letter to the CAS Associate Dean for Students, the faculty member, and the Department Chair or Program Director. The letter will include the nature of the violation, any resulting reduction in grade, and notice of the student’s right to appeal. A copy of the correspondence and the evidence of the violation shall be kept in a confidential file maintained by the Director of Undergraduate Studies.

b) The Director of Undergraduate Studies will also within seven (7) calendar days inform the CAS Associate Dean for Students in writing and/or via email of the student’s violation, forward to the dean the evidence of the violation, and send a copy of the correspondence to the faculty member and to the Department Chair or Program Director.

c) If this is the student’s first incident of academic misconduct, the Associate Dean for Students will send the student a warning letter indicating that a suspension or a more severe penalty may result from a second academic integrity offense of any kind.

d) If this is the student’s second or further incident of academic misconduct, the Associate Dean for Students will meet with the student, discuss the evidence of academic misconduct, and provide the student an opportunity to respond. The student will be informed of his or her right to accept or reject a resolution by the Associate Dean. After considering all relevant information, the Associate Dean may offer the student terms upon which CAS is willing to resolve the matter, which may include imposition of a disciplinary sanction. Where the student and the Associate Dean agree to terms in writing, a binding consensual resolution will exist between the student and CAS. Where the Associate Dean is unable to resolve the complaint by consensual resolution, the matter will be referred to the Committee on Student Discipline.

e) In all instances in which there has been a finding that a non-CAS student committed a substantial violation of academic integrity standards of CAS or of any of its departments or programs, the Director of Undergraduate Studies will proceed in accord with the procedures under (a) and (b), except that notice will be made instead to the Dean of Students of the student’s school.

4. Behavioral Misconduct

a) Complaints of student behavioral misconduct should be made in writing to the CAS Associate Dean for Students. When such a complaint is received, the Associate Dean will notify the student of the complaint and investigate the matter. In cases of students who have transferred internally among divisions of the University, the dean will query the student’s prior school(s) concerning their disciplinary records for the student, if any.

b) The Associate Dean for Students will meet with the student against whom the complaint has been filed, describe the complaint, and offer the student an opportunity to respond. The student will be informed of his or her right to accept or reject a resolution by the Associate Dean. After considering all relevant information, the Associate Dean may offer the student terms upon which CAS is willing to resolve the matter, which may include imposition of a disciplinary sanction. Where the student and the Associate Dean agree to terms in writing, a binding consensual resolution will exist between the student and CAS.
CAS. Where the Associate Dean is unable to resolve the complaint by consensual resolution, the matter will be referred to the Committee on Student Discipline.

c) Ordinarily, if the misconduct is a student's first offense at the University and does not warrant further disciplinary sanction, the student will be offered the opportunity to continue in CAS under written warning that a one-semester suspension or a more severe penalty may result from a second disciplinary offense of any kind.

**Discipline: Definitions of Sanctions**

Approved by the Faculty of Arts and Science, April 21, 2014

Warning: Written reprimand, including notice that a one-semester suspension or a more severe penalty may result from a second disciplinary offense within the period of the censure specified in the letter of reprimand.

Disciplinary Probation: Suspension of privileges or exclusion from participation in extracurricular University activities as set forth in the notice of disciplinary probation 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 against whom charges are dismissed or not sustained will be allowed full opportunity to make up whatever work was missed due to the suspension.

Dismissal: Termination of student status for an indefinite period. The conditions for readmission, if any are permitted, will be stated in the order of dismissal.

**Student Grievance**

Students in the College of Arts and Science are referred to the “student grievance procedure” applicable to all the schools of New York University as found in the NYU Student's Guide. The College adheres to all articles of the “student grievance procedure” as set forth in the “University Policies and Procedures” section of the NYU Student's Guide.

**PETITIONS**

The Faculty Committee on Undergraduate Academic Standards will consider petitions from students to waive requirements or modify policies and regulations of the College. Students should be aware that only very exceptional cases, supported by valid and documented reasons, will be 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 909; 212-998-8140; cas.nyu.edu/academic-standards/petitions.

**UNIVERSITY POLICIES AND CAMPUS SAFETY**

**University Policy on Patents**

Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s “statement of policy on patents,” a copy of which may be found in the Faculty Handbook or obtained from the dean's office.

**Immunization Requirements**

New York State Public Health Law (NYS PHL) 2165 requires all students registering for 6 or more credits in a degree-granting program to provide immunization documentation for measles (rubeola), mumps, and rubella (German measles) prior to registration. Students born before January 1, 1957, are exempt. New students should complete the MMR section of the student health history form. Continuing students should complete and submit a student immunization record form.

New York State Public Health Law (NYS PHL) 2167 requires that all students registered for 6 or more credits submit a meningitis response form as formal confirmation of their decision as to whether or not to be immunized with the meningococcal(meningitis) vaccine. New students should complete the meningitis response section of the student health history form. Continuing students should complete and submit a meningitis response form.

Failure to comply with state immunization laws will prevent NYU students from registering for classes. In addition to these requirements, the NYU Student Health Center recommends that students also consider hepatitis B and varicella immunizations. Students should discuss immunization options with their primary care provider.

**Bias Response Line**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community. Instances of such behavior may be reported by phone, 212-998-2277; by email, bias.response@nyu.edu; or via the online form. Experienced administrators in the Office of Equal Opportunity receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University’s
existing Non-Discrimination and Anti-Harassment Policy.

**Campus Safety**

The Department of Public Safety is located at 7 Washington Place; telephone: 212-998-2222; 212-998-2220 (TTY).

New York University’s annual campus security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. Students may obtain a copy of the current report by contacting the Department of Public Safety at 212-992-6970 or by visiting the following website: nyu.edu/public.safety/policies.

**New York University Weapons Policy**

New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, including, but not limited to, firearms, knives, and explosives, in and/or around any and all University facilities—academic, residential, or others. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

**New York University Simulated Firearm Policy**

New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University.

The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a Public Safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.
Honors and Awards

Matriculated students with superior academic records are honored in various ways, such as by placement on the Dean’s Honors List, election to honor societies, and admission to departmental honors programs. Additional information may be obtained from departmental advisers and from the College Advising Center, Silver Center, Room 905; 212-998-8130.

HONORS

Dean’s Honors List
A Dean’s Honors List is compiled at the end of each academic year, in June. This is an honors roll of matriculated students who have achieved an average of 3.65 or higher for that academic year (September to May) in at least 28 graded points. To be listed, a student must not have any grades of Incomplete or N at the time the list is compiled. Note that grade point averages are carried to two decimal places (but are not rounded off).

Honorary Societies in Arts and Science
Any student seeking to join a departmental scholastic honorary society is required to maintain, as a minimum scholastic requirement for election to membership, a general average of 3.50, as well as an average in the major subject of 3.50. Students should consult with departmental advisers in regard to the specific requirements for the various departmental honor societies.

Phi Beta Kappa
Phi Beta Kappa celebrates and advocates excellence in the liberal arts and sciences, and the Phi Beta Kappa Society invites for induction the most outstanding arts and science students in America’s leading colleges and universities. NYU’s College of Arts and Science chapter, the Beta of New York, was established in 1858. In terms of seniority, it ranks as the 15th oldest chapter of the Society.

Each April, the faculty members of the Beta chapter automatically review the academic performance of all students in the College for eligibility for election to Phi Beta Kappa.

Eligibility for Graduation With Latin Honors
To be graduated with honors, a student must have at least 64 points earned in courses from CAS, GSAS, and selected Tisch departments. All graded courses taken while enrolled either in the College or in another school of NYU will be used in computing the grade point average on which Latin honors are based, as long as the 64 point residency requirement is met. Pass (P) grades are not counted; grades received in courses taken at other institutions are also not counted. The student must also have a clean record of conduct.

Effective with the September 2008 graduating class, the GPA cutoffs for each category are determined by the combined GPA distribution from the preceding academic year, all graduation moments included. The cutoff for summa cum laude is the GPA included within the top 5 percent of the previous year’s graduating class. The cutoff for magna cum laude is the GPA included within the next 10 percent of the previous year’s class. The cutoff for cum laude is the GPA included within the next 15 percent of the previous year’s class. For example, the necessary GPA level for summa cum laude for students graduating in September 2008 will be based on the GPA cutoff for the top 5 percent of the combined graduates from September 2007, January 2008, and May 2008.

Departmental Honors
Students who have completed at least 64 points of graded work in the College may be awarded degrees with departmental honors if they complete the designated honors sequence in a department and maintain the requisite grade point average. There are two levels: honors and high honors.

Students seeking admission to and graduation with departmental honors are expected to have a minimum grade point average of 3.65, both overall and in the major. Departments may exercise some flexibility: in rare cases where a candidate for admission to a departmental honors program falls short of the expected minimum GPA, the director of undergraduate studies or the director of departmental honors may petition the director of college honors for an exception. In all cases, once admitted, students are expected to maintain the GPA at the stipulated level in order to graduate with departmental honors. Should there be an exceptional circumstance in which the stipulated GPA is not maintained, the director of college honors may be petitioned for an exception. If the case is compelling, the latter will inform the registrar’s office of the waiver.

Honors programs must, minimally, be a two-term (8-point) experience that includes a capstone research project. The capstone project, which typically culminates in a thesis, should reflect sustained original research over two semesters. The scope and length of a thesis will vary by discipline, but the thesis is typically 40 to 60 pages in length.

All students completing departmental honors must make public presentations of their work, preferably at the CAS Undergraduate Research Conference (URC) held at the end of the academic year, or in a departmental forum (e.g.,
oral defenses or presentations) held in conjunction with the URC.

Students with double majors in discrete, unrelated disciplines must complete honors programs in each major for which they seek honors. Students with double majors in interdisciplinary or related fields may, if the two departments concur, convene a joint honors committee to establish an interdisciplinary research program of course work that culminates in a single thesis. Similarly, in the case of joint majors, the relevant departments must work out an agreement on the requirements for honors and on the supervision and evaluation of students' theses or projects.

Presidential Honors Scholars

Membership in the Presidential Honors Scholars at the College of Arts and Science offers outstanding students the opportunity to receive special advising from College faculty and staff, to challenge themselves in honors courses and through independent research, to study away, to take advantage of New York City's cultural resources, and to develop leadership skills through community service. Scholars comprise a distinguished group of undergraduates; only the top 10 percent of the entering class are chosen, and students who apply for entry after they have matriculated must demonstrate not only superlative academic achievements but also a consistent record of leadership and service to the community.

First-year students appointed on the basis of their high school records participate in a Scholars Seminar. They meet regularly for lectures and discussions and participate in a wide variety of cocurricular activities. These include the Scholars Lecture Series, cultural events in the city, social events, and community service projects. During the January intersession, first-year scholars travel with faculty mentors to NYU Florence, Italy. Sophomore scholars also participate in a trip abroad, choosing a destination that most closely relates to their academic or personal interests. During their junior or senior year, scholars spend an entire semester (or year) studying at one of NYU's programs or exchanges away. In their junior and senior years, they also enroll in the honors track of their chosen major. In addition, Presidential Honors Scholars are committed to volunteering and serving in the community.

Membership in the scholars program is renewable annually, depending on the quality of the scholar's academic records and his or her level of participation in the program. All scholars are expected to be full-time students and maintain a grade point average of at least 3.65. Students who are not designated as Presidential Honors Scholars for the first-year students are invited to apply for membership at the end of the spring semester.

Further information is available from the Office of the Associate Dean for Students, Silver Center, Room 909 (212-998-8140) or from the Office of Undergraduate Admissions, 665 Broadway, 11th Floor (212-998-4540).

Martin Luther King, Jr., Scholars Program

Since its inception in 1987, the Martin Luther King, Jr., Scholars Program has awarded over 400 need-based and merit scholarships to incoming freshmen at NYU. These students present records of outstanding academic achievement, leadership, and commitment to the principles of community service, humanitarianism, and social progress. MLK Scholars help to plan and participate in academic and cultural events that draw on the vast resources of New York University and New York City. They explore cultural diversity through domestic and international travel and take the lead in helping others through community service.

Women in Science Program

The Women in Science (WINS) program seeks to cultivate the talents of women undergraduates who are interested in careers that focus on research in science and math. A core group of undergraduate women, WINS Scholars, apply and are selected after the first year based on high academic achievement and a demonstrated interest in research and a career in science. WINS aims to nurture the talents of its members through an individualized program of study, research, and mentoring. The goal is to provide the foundation for lifelong success in professional and academic careers that involve research in anthropology, biochemistry, biology, chemistry, computer science, engineering, mathematics, neural science, physics, or psychology.

WINS scholars meet regularly as a group, offer peer support to each other, meet with instructors and women scientists invited to address the group, and host events that enable them to meet eminent scientists from STEM fields. The WINS faculty director acts to facilitate mentor relationships with women researchers at NYU. WINS scholars also raise awareness on campus of the enormous contribution women have made to the sciences.

WINS scholars benefit from annual scholarship funds.

Lewis Rudin City Scholars

Rudin Scholars are outstanding entering freshmen selected from public and parochial high schools in all five boroughs of New York City. In addition to their scholarship, the scholars participate in academic and cultural activities in New York City. The program is named in honor of the late real estate developer Lewis Rudin, former president of the Association for a Better New York and an NYU alumnus and trustee.

Departmental Awards and Prizes

Africana Studies Prize
Presented for excellence in this field.

Alexander L. Shluger Class of 1914 Award
The income of a bequest from Fannie B. Shluger in memory of her husband, Alexander L. Shluger, Class of 1914, awarded to a senior who has majored in sociology and who has excelled in his or her study of this subject.

Alumni Association Award
Presented each year by the Alumni Association to a senior who has excelled in scholarship and general attainments.

Alvin H. Zagor Scholarship Prize
Awarded annually to an undergraduate or undergraduates at the College whose academic record and life experience demonstrate wide-ranging interests and concern for the necessity of humanity.
in the intellectual development of the modern professional. Candidates must have a deep appreciation for and commitment to ethical choices and principles and demonstrate, as well, the conviction that a liberal arts education is a means of defining the educated person. Strong preference is given to candidates in economics, English, philosophy, political science, and pre-law.

**American Institute of Chemists Prize**  
A certificate offered each year to a member of the senior class in recognition of excellence in scholarship and character.

**Anna and John Peter Zenger Award**  
Awarded by the National Journalism Honor Society and presented for overall excellence in journalism to the institute’s highest-ranking student.

**Annette B. Weiner Memorial Prize**  
Presented for excellence in the field of anthropology and for service to the department.

**Anthropology Department Prize**  
Presented to a senior majoring in anthropology who has demonstrated excellence in academic achievement and who shows outstanding promise in the field of anthropology.

**Antonio Mazzeo Memorial Scholarship**  
Awarded to a senior who plans to pursue graduate studies in the humanities.

**Arthur E. Hill Prize in Chemistry**  
The income from a fund given anonymously in memory of Arthur E. Hill, a member of the Department of Chemistry for 35 years and head of the department from 1912 to 1937, awarded for excellence in chemistry to a senior who has majored in the subject.

**Asian/Pacific/American Studies Outstanding Student Award**  
Presented for the best senior project that best combines rigorous and original scholarship with a strong community service approach.

**Auguste Ulffers Memorial Prize**  
Awarded to a student for excellence and accomplishment in German studies (language, literature, or literature in translation).

**Benjamin Salom Memorial Award**  
Awarded annually for excellence in biology to a junior or senior student who has performed outstanding research.

**Bernard Garniez Memorial Prize**  
Presented to a senior for excellence in the study of French literature or culture.

**Bluma L. Trel Prize**  
Awarded to a graduating senior who has made an outstanding contribution in the field of classics.

**B’nai Zion Prize**  
Presented for excellence and achievement in the study of Hebrew.

**Carl Prince Prize**  
Presented for distinguished service to the Department of History’s undergraduate program.

**Chair’s Award in Biology**  
A prize awarded to a senior majoring in biology who has demonstrated exceptional intellectual ability and commitment in the study of natural science.

**Charles Andrew Stahl Memorial Scholarship Prize**  
Presented to a senior for academic excellence and accomplishment in his or her studies.

**Charles H. Willey Prize in Biology Honors**  
Income from a fund given by Dr. George Schwartz of the Class of 1925 to honor Professor Willey, awarded to the senior who, in the judgment of the Department of Biology, has completed the requirements for honors in biology with the greatest distinction.

**Chemical Rubber Company Prize**  
A copy of the *Handbook of Chemistry and Physics*, the gift of the Chemical Rubber Company, presented annually to the student with the highest average in general chemistry at the end of the first term of this course.

**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, who will care more about the integrity of the system than the outcome of a particular case, and whose professional conduct will inspire others to hold themselves to such high standards.

**Comparative Literature Senior Thesis Prizes**  
Two prizes awarded every year, based on nomination from faculty member supervising the thesis.

**Comparative Literature Senior Thesis Summer Research Grant**  
Intended to encourage juniors to begin researching their senior thesis project in comparative literature. A three-page prospectus outlining the project and how the grant will be used is due to the department's director of undergraduate studies on April 15. Faculty nominations are also welcome. The stipend can be used for expenses related to research and field work, including travel and living expenses.

**Computer Science Prize for Academic Excellence**  
Awarded to graduating seniors for excellence in computer science.

**Computer Science Prize for Academic Excellence and Service to the Department**  
Awarded to graduating seniors for excellence in computer science and for service to the department.

**Computer Science Prize for Academic Excellence in the Honors Program**  
Awarded to graduating seniors for excellence in the computer science honors program.

**Computer Science Prize for the Most Promising Student in the Junior Year**  
Awarded to juniors for academic excellence.

**David James Burrell Prize**  
Award presented to an outstanding journalism student in the communications and society concentration.

**Dean Archibald L. Bouton Memorial Award for Research in English**  
Income from a fund established by Dr. George Schwartz of the Class of 1925 as a memorial to Dean Archibald L. Bouton and awarded for research by undergraduate honors students in English and American literature.

**Dean’s Award for Scholarship and/or Service**  
Presented by the dean of the College to a graduating senior for outstanding accomplishment in either or both of these areas.
Diploma Recipient
A plaque presented to the senior selected by the dean to receive the diploma on behalf of all the members of the graduating class at Commencement. Selection is made on the basis of scholarship and/or contribution and service to the graduating class and to the College.

Don R. Mellett Prize
Established by Mrs. Don R. Mellett in memory of her husband and awarded annually to an outstanding student of journalism in the broadcast concentration.

Donald Parker Prize
Presented to a student of German for distinguished academic achievement and exceptional service to the department.

Douglas F. Maxwell Award in Fine Arts
Stipend presented to a graduating senior for excellence in the study of fine arts for travel outside the United States to see and study original works of art.

East Asian Studies Prize
Awarded to a student for excellence in this field.

Edgar Wilson Nye Prize
A prize established by the American Press Humorists Association and presented to an outstanding student in the public relations concentration.

Editor and Publisher Prize
A prize representing the income of a grant from Editor and Publisher, to be awarded annually to an outstanding student of journalism in the newspaper concentration.

Edward A. McNelis Thesis Prize
Presented to students planning to pursue research in the chemical sciences at the graduate level and beyond.

Edward Sapir Award
Presented to an outstanding senior with a joint major in anthropology and linguistics.

Eileen Guggenheim Award
Presented for scholarly accomplishment in fine arts.

Elaine R. Brody Memorial Prize
Awarded to an outstanding music major in the junior or senior class.

Elizabeth Cluster Memorial Scholarship Award
Presented by the dean of the College to a member of the junior class who, in terms of academic excellence, student leadership, personality, and character, embodies the goals and ideals of the College and the hopes, dreams, and personal spirit of its students.

Emanuel Stein Memorial Award in Economics
Presented to a senior in the College for outstanding scholarship in economics.

Ernst Rose-G. C. L. Schuchard Anniversary Prize
A prize endowed by alumni, students, and faculty members to mark the 25th anniversary of Dr. Ernst Rose and Dr. G. C. L. Schuchard, former professors of German in Washington Square College. Awarded each year to the winner in a competition sponsored by the Department of German.

Eryk Spektor Scholarship
Presented to students who combine a commitment to community service with a strong interest in secular Jewish studies.

Estelle M. Holmes Award in American Literature
A prize established by Mrs. Paula M. Alexander in honor of her sister and awarded annually to the student who writes the best term paper in the field of American literature.

European Studies Prize
Presented to a student for the best undergraduate thesis in this field.

Evelyn Jablow Lilienthal, ‘64 Heights Arts and Science, Award
Presented to an especially accomplished junior in the Urban Design and Architecture Studies program in the Department of Art History.

Eviya Chelebi Prize
Presented for excellence in Turkish studies.

Faculty Memorial Award
Presented to the student of the College who has used its resources to the fullest in his or her intellectual, social, and personal development.

Fiona McGillivray Prize
Presented for the best thesis in international political economy.

Frederick Seward Gibson Prize
Income from a fund founded in 1901 from the estate of Frederick Seward Gibson, awarded for the best thesis in British and Anglophone literature.

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 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 a student who made a significant contribution to French cultural life at NYU.

Gregory Dean 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.

Helen M. Jones Prize in History
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.

Hillary Citrin Memorial Prize
Award established by the family of Hillary Citrin in her memory and presented for outstanding departmental honors theses in psychology.
Hollis Cooley Memorial Prize
Presented for excellence and for exceptional promise in mathematics.

Horace W. Stunkard Prize in Biology
Income from a fund given by Dr. Jacob Taub, Class of 1925, to honor Professor Stunkard, awarded to a senior who has majored in biology and whose personal and scholastic qualifications show promise of a noteworthy professional career.

Hossein Jafari Memorial Award
Presented to a premedical student with diverse interests, for excellence in academic and extracurricular endeavors.

Ibn Khaldun Prize
Presented for excellence and achievement in the study of Arabic.

Ilse Dusoir Lind Prize
Presented for the outstanding honors thesis in English and American Literature.

International Relations Program Awards
Awarded for excellence and achievements in this field.

Irving H. Jurow WSC ’26 Prelaw Scholastic Achievement Award
Presented for scholastic excellence to a graduating senior who has been accepted to the New York University School of Law.

Isidore Rubiner Award
Presented for outstanding chemical research.

Italian Department Awards
Awarded 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 contemporary interest.”

Jane Costello Prize
Presented for excellence in the study of fine arts.

Jindrich Zezula Prize
Awarded to the best honors thesis in French.

John W. Wilkes Memorial Prize
Presented for service and academic achievement in 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 Yeboa 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.

Martin Hoffert Graduation Prize
Presented to outstanding graduating environmental studies honors students who have shown academic excellence and dedication in the field.

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 service to an outstanding student in the Program in Medieval and Renaissance Studies to allow that student to travel abroad. Also known as the Marco Polo Travel Award.

Merck and Company Award
A copy of Merck Index, the gift of Merck and Company, presented annually to a senior for high scholastic achievement in chemistry.

Metropolitan Studies Program Prize
Presented to a student in this major for dedicated service to metropolitan studies and to the community at large.

Michael L. Owen Scholarship Prize
Presented annually to the student completing his or her freshman year who has declared his or her intention of majoring in English and who has achieved the highest academic distinction.

Michelle Lapautre Prix D’Excellence
Awarded to the most promising sophomore or junior majoring in French.

Morris and Clara Gratz Award
An annual award given to a student in the premedical program for academic excellence and service to the College.

Murray Altman Prize
An award from a memorial fund established by the sons and certain friends of Murray Altman, a New York University student in 1916 and 1917. Awarded to a junior with an outstanding record in economics and related subjects.

Nathan Schoengood History Award
Awarded annually to the graduating senior considered to have demonstrated conscientious and outstanding work.

Neural Science Theses Prizes
The Cajal Neural Science Thesis Prize and the Samuel M. Feldman Thesis Prize are presented for outstanding honors theses submitted by graduating seniors.

New York University Chemistry Alumni Association Award
Presented to a junior or senior with an outstanding record in chemistry.
Perley Lenwood Thorne Award
Prize endowed by the faculty to honor Professor Thorne at the time of his retirement in 1949 and awarded to a graduating student for outstanding scholarship in mathematics.

Phi Beta Kappa/Albert S. Borgman Memorial Prize
Awarded to the candidates for honors who submit the best honors theses in the humanities, social sciences, and natural sciences.

Politics Prize for Best Honors Thesis
Presented to a graduating senior for an excellent thesis.

Premchand Prize
Presented for excellence in Hindi and Urdu studies.

Prix d'Excellence
Awarded to the student with the highest level of achievement in French literature or culture.

Prix France-Amérique
Awarded to the student who displays a particular commitment to furthering and elucidating Franco-American relations.

Prix Paris
Awarded to the student who, in addition to academic excellence, has made a significant contribution to the NYU Paris Program.

Prix Spécial du Département
Awarded to a student who made an exceptional contribution to the intellectual and social life of the Department of French.

Psi Chi Service Award
A certificate presented to a senior who has majored in psychology and who has contributed in an exceptional way to the functioning of this honor society.

Psychology Department Award
Presented for excellence in this field.

Rae Dalven Prize
Presented for outstanding undergraduate work in modern Greek studies in the Alexander S. Onassis Program in Hellenic Studies.

Religious Studies Prize
Presented for excellence and accomplishment in the field of religion to a graduating senior.

Rita Cooley Prize
Established upon her retirement in 1986 by the students of Professor Cooley in honor of her four decades of dedicated and spirited teaching and presented to a graduating senior in politics for excellence and accomplishment in that field.

Robert A. Fowkes Award
Presented to an outstanding graduating senior in the Department of Linguistics.

Roger Deakins Prize
Presented to one outstanding graduating senior in English and Dramatic Literature.

Roland P. Beattie Memorial Award
Established in 1984 by the family of Roland Percival Beattie, University College Class of 1920, and presented to the valedictorian of the graduating class.

Rumi-Biruni Prize
Presented for excellence and achievement in the study of Persian.

Russian Language Studies Prize
Presented for excellence in this field.

Salomonowitz Memorial Prize
Presented to a deserving student for outstanding scholarship in philosophy.

Samuel F. B. Morse Medal
A medal award, provided for in the will of Samuel F. B. Morse, former NYU faculty member, and presented annually to a student who shows special ability in physics.

Sherborne Vernon Damerel Memorial Prize
Established by his parents in memory of Sherborne Vernon Damerel, University College Class of 1910, awarded to a graduating senior who has displayed zeal in his or her studies and in promoting the general welfare of his or her class and College.

Sherrington Award for Undergraduate Neural Science
Presented to an outstanding senior who has shown outstanding ability and submitted the best thesis in neural science.

Sidney Gross Memorial Prize
Presented for the best essay on investigative journalism.

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.

Vocal Interpretation of Literature Prizes
Three prizes for effectiveness in the vocal interpretation of literature. Contest held in the Department of English.

William Bush Baer Memorial Prize
Established in memory of Dean Baer by the CBS Foundation. Awarded to the graduating senior who has excelled in English and who has contributed in a noteworthy way to the life of the campus during four years.

Wortis Biological Prize
Income from a fund established by S. Bernard Wortis, Class of 1929, in memory of his parents, and awarded to the senior who has maintained the highest scholastic record for three years in biology.
The College of Arts and Science offers students a wide variety of activities outside the classroom: curriculum-related clubs, special events, and service to the community and the University. Students participate in faculty meetings and departmental committees and sit as voting members of the University Senate.

The vigor of intellectual life at college after hours is found in curriculum-related clubs that embrace all academic disciplines. For example, the Classics Club is noted for guest lecturers, Greek and Latin reading groups, discussion groups on classical civilization, and productions of ancient tragedy and comedy in the original language and in English. Bus trips are organized by various clubs (such as the Art History, History, and Classics Clubs) to museums and private collections in other cities. Clubs associated with the sciences visit research laboratories, hospitals, and industrial plants. Students may become members of the Choral Arts Society, the NYU Concert Band, the NYU Jazz Ensembles, the NYU Orchestra, the NYU Woodwind Ensembles, the NYU Chamber Music Society, and Collegium Musicum.

The CAS Student Council sponsors other cocurricular activities. Students serve the community in various ways, volunteering time to settlement houses or tutoring high school students. In addition, a variety of activities is open to all students at Washington Square: student councils representing all undergraduate and graduate students; science and professional societies; political, religious, and cultural groups; fraternities; sororities; student publications, including the Washington Square News; and the radio station, WNYU-FM. For further information about all-University activities, contact the Center for Student Life, 212-998-4411; student-life@nyu.edu.
**Wellness Exchange**
726 Broadway, Suite 402
Telephone: 212-443-9999
(24 hours a day, 7 days a week)
E-mail: wellness.exchange@nyu.edu
*See also:* Counseling Services, above

**Emergencies and After-Hours Crisis Response**
- For a life- or limb-threatening emergency, call 911.
- For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.
- For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

**Immunizations**
Telephone: 212-443-1199

**Insurance**
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu

**Pharmacy Services**
Telephone: 212-443-1050

**Housing**
Office of Residential Life and Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu

**Off-Campus Housing Services**
60 Washington Square South, Room 210
Telephone: 212-998-4620

**International Students and Scholars**
American Language Institute
7 East 12th Street, Room 821
Telephone: 212-998-7040
E-mail: ali@nyu.edu

Office of Global Services
383 Lafayette Street
Telephone: 212-998-4720

**Lesbian, Gay, Bisexual, Transgender, and Queer Students**

**Lesbian, Gay, Bisexual, Transgender and Queer Student Center**
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbtq.student.center@nyu.edu

**Multicultural Education and Programs**

**Center for Multicultural Education and Programs (CMEP)**
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
E-mail: cme@nyu.edu

**Religious and Spiritual Resources**

**Edgar M. Bronfman Center for Jewish Student Life—Hillel at NYU**
7 East 10th Street
Telephone: 212-998-4123
E-mail: bronfman.center@nyu.edu

**Catholic Center**
238 Thompson Street
Telephone: 212-995-3990
E-mail: contact@catholiccenter@nyu.org

**Center for Spiritual Life**
238 Thompson Street, 4th Floor
Telephone: 212-998-4959
E-mail: spiritual.life@nyu.edu

**The Islamic Center**
238 Thompson Street, 4th Floor
Telephone: 212-998-4712
E-mail: info@icnyu.org

For a complete list of student religious and spiritual clubs and organizations at NYU, contact the Office of Global Spiritual Life, 383 Thompson St., 4th Floor, 212-998-4959; spiritual.life@nyu.edu.

**Safety on Campus**

**Department of Public Safety**
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu

**Community Service**

Every year, hundreds of students in the College devote their time and energy to community service. In addition to the satisfaction they receive in helping their neighbors, they also gain valuable work experience. Through NYU’s Office of Community Engagement, students volunteer with dozens of nonprofit 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.

There are many ways to become involved in activities on and off campus. Students in the College collect canned goods, conduct toy drives, and distribute bag lunches to the homeless. They work in dropout-prevention programs that encourage high school students to stay in school. They renovate houses and make them livable again. Students in the Presidential Scholars Program participate in ongoing service projects such as the Dean’s Service Honor Corps, the University Settlement House, the Door, and the Beacon House. Regardless of the project or partner organization, student volunteers give of themselves freely. And they all agree that they get back much more than they give.

Students selected for the Presidential Honors Scholars program in the College of Arts and Science have the opportunity to apply for the Dean’s Service Honor Corps. The Honor Corps makes a special commitment to community service and assumes a leadership role in promoting service in the College. This group of qualified scholars works with the dean on a weekly community-service project.

Many student clubs and organizations, such as Asian Initiative and Fraternity and Sorority Life, sponsor special service projects and philanthropic events throughout the year. To find out more about becoming involved, contact Fraternity and Sorority Life (212-998-4700).
In addition to clubs and organizations, the Center for Student Life sponsors Alternative Breaks, nontraditional winter or spring vacations in which students participate in a weeklong community service project. Another option available to students is OutReach, a volunteer corps that introduces freshmen to service in New York City (212-998-4700).

The NYU Office of Community Engagement (212-998-2400) provides students with information about service opportunities. Hundreds of volunteer positions are on file in this office. Personnel are available to provide advice and support, Monday to Friday, from 9 a.m. to 5 p.m. The office also sponsors special events and welcomes organizations to post volunteer positions.
Faculty of Arts and Science

Gabriel Abend, Associate Professor of Sociology; Licenciado 2000, Universidad de la República (Uruguay); M.A. 2004, Ph.D. 2008, Northwestern

Thomas Abercrombie, Associate Professor of Anthropology; B.G.S. 1973, Michigan; Ph.D. 1986, Chicago

Gerard Aching, Professor of Spanish and Portuguese; B.A. 1982, California (Berkeley); Ph.D. 1993, Emory

Linell Ajello, Language Lecturer on Expository Writing; B.A. 1991, New School; Ph.D. 2012, CUNY

Stefano Albertini, Clinical Associate Professor of Italian Studies; Director, Casa Italiana Zerilli-Marimò; Laurea 1987, Università di Parma; M.A. 1991, Ph.D. 1997, Stanford

Hunt Allcott, Assistant Professor of Economics; B.S., M.S. 2002, Stanford; Ph.D. 2009, Harvard


AwamAmkpa, Associate Professor of Drama and Social and Cultural Analysis; B.A. 1982, Obafemi Awolowo (Nigeria); M.A. 1987, Ahmadu Bello (Nigeria); Ph.D. 1993, Bristol

David Amodio, Associate Professor of Psychology; B.A. 1996, Macalester College; M.S. 1997, Ph.D. 2003, Wisconsin (Madison)

ZhihuaAn, Clinical Assistant Professor of Chemistry; B.S. 1993, M.S. 2000, Inner Mongolia (China); Ph.D. 2004, Chinese Academy of Sciences

Susan Andersen, Professor of Psychology; B.A. 1977, California (Santa Cruz); Ph.D. 1981, Stanford

Lane Anderson, Senior Language Lecturer on Expository Writing; B.A. 1999, Brigham Young; M.F.A. 2009, Columbia


Loredana Anderson-Tirro, Language Lecturer on Italian; B.A. 1984, San Francisco State; M.A. 1986, Ph.D. 1991, California (Los Angeles)

Nicholas Angelo, Clinical Assistant Professor of Chemistry; B.S. 1997, Pace; M.S. 2002, Stevens Institute of Technology; Ph.D. 2007, New York

Peder Anker, Associate Professor of Environmental Studies; B.A. 1991, M.A. 1993, University of Oslo; M.A. 1998, Ph.D. 1999, Harvard

Susan Anton, Professor of Anthropology; B.A. 1987, M.A. 1991, Ph.D. 1994, California (Berkeley)

ChiyeAoki, Professor of Neural Science and Biology; B.A. 1978, Barnard College; Ph.D. 1985, Rockefeller

Karl Appuhn, Associate Professor of History and Italian Studies; B.A. 1994, California (San Diego); Ph.D. 1999, Northwestern

EmilyApter, Silver Professor and Professor of French and Comparative Literature; B.A. 1977, Harvard; M.A. 1980, Ph.D. 1983, Princeton

John Archer, Professor of English; B.A. 1982, M.A. 1983, Toronto; Ph.D. 1988, Princeton

Maria Louisa Ardizzone, Associate Professor of Italian; Ph.D. 1967, Palermo (Sicily)

Paramjit Arora, Professor of Chemistry; B.S. 1992, California (Berkeley); Ph.D. 1999, California (Irvine)

Elizabeth Augspach, Senior Language Lecturer on Spanish; B.A. 1989, North Dakota State; M.A. 1993, St. John’s; Ph.D. 2003, CUNY

Thomas Augst, Associate Professor of English; B.A. 1987, Yale; M.A. 1992, Ph.D. 1996, Harvard

Marco M. Avellaneda, Professor of Mathematics; Lic. en Cien. 1981, Buenos Aires; Ph.D. 1985, Minnesota

Miriam Ayres, Senior Language Lecturer on Portuguese; B.A. 1981, M.A. 1989, Rio de Janeiro

Efrain Azmitia, Professor of Biology and Neural Science; B.A. 1968, Washington; M.A. 1973, Cambridge; Ph.D. 1976, Rockefeller

Zlatko Bačić, Professor of Chemistry; B.S. 1977, Zagreb; Ph.D. 1981, Utah


Ulrich Baer, Professor of German and Comparative Literature; Vice Provost for Faculty and Undergraduate Academic Affairs; B.A. 1991, Harvard; Ph.D. 1995, Yale

Roger Bagnall, Professor of Ancient History; B.A. 1968, Yale; M.A. 1969, Ph.D. 1972, Toronto

Shara Bailey, Associate Professor of Anthropology; B.A. 1992, Temple; M.A. 1995, Ph.D. 2002, Arizona State

Jennifer J. Baker, Associate Professor of English; B.A. 1990, Georgetown; M.A. 1993, Stanford; Ph.D. 2000, Pennsylvania
Benjamin Bakker, Courant Instructor, Courant Institute; B.A. 2005, Harvard; Ph.D. 2010, Princeton

Emily Balcetis, Associate Professor of Psychology; B.A., B.F.A. 2001, Nebraska (Kearney); Ph.D. 2006, Cornell

Delia Baldassarri, Associate Professor of Sociology; B.A. 2002, Ph.D. 2006, Trento (Italy); Ph.D. 2007, Columbia

Mark R. Baltin, Professor of Linguistics; B.A. 1971, McGill; M.A. 1975, Pennsylvania; Ph.D. 1978, Massachusetts Institute of Technology

Chris Barker, Professor of Linguistics; B.A. 1983, Yale; B.A. 1986, Ph.D. 1991, California (Santa Cruz)

Clark Barrett, Associate Professor of Computer Science; B.S. 1995, Brigham Young; M.S. 1998, Ph.D. 2002, Stanford


Gabriela Basterra, Professor of Comparative Literature and Spanish; B.A. 1987, Zaragoza (Spain); M.A. 1990, Ph.D. 1997, Harvard

Elizabeth Bauer, Clinical Assistant Professor of Psychology; B.A. 1994, M.A. 1994, Ph.D. 2000, CUNY

Mohamad Bazzi, Associate Professor of Psychology; B.A. 1989, M.A. 1994, Ph.D. 2000, CUNY

Nathaniel Beck, Professor of Politics; B.A. 1967, Rochester; M.A. 1969, M.Phil. 1972, Ph.D. 1977, Yale


Michael Beckerman, Collegiate Professor and Carrol and Milton Petrie Professor of Music; B.A. 1973, Hofstra; M.A. 1976, M.Phil. 1978, Ph.D. 1982, Columbia

Brigitte Miriam Bedos-Rezak, Professor of History; Lic. és Let. 1977, Ph.D. 1977, Sorbonne

Sam Beebe, Senior Language Lecturer on Expository Writing; B.A. 2004, Vassar College; M.F.A. 2010, New York

Andrew Bell, Assistant Professor of Environmental Studies; B.AS 2002, Waterloo; M.AS 2005, Waseda; Ph.D. 2010, Michigan, (Ann Arbor)

Irina Belodedova, Senior Language Lecturer on Russian; B.S. 1973, Kiev State; M.A. 1983, New York

Cristina Beltrán, Associate Professor of Social and Cultural Analysis; B.A. 1992, California (Santa Cruz); Ph.D. 2003, Rutgers.


Ruth Ben-Ghiat, Professor of Italian and History; B.A. 1981, California (Los Angeles); Ph.D. 1991, Brandeis

Jess Benhabib, Paulette Goddard Professor of Political Economy; B.A. 1971, Boaiza; M.Phil. 1974, Ph.D. 1976, Columbia

Zvi Ben-Dor Benite, Professor of History and Middle Eastern and Islamic Studies; B.A. 1991, Hebrew; M.A. 1997, C.Phil. 1998, Ph.D. 2000, California (Los Angeles)

Nat Bennett, Senior Language Lecturer on Expository Writing; B.A. 1999, Wisconsin; M.F.A. 2005, New York

Edward Berenson, Professor of History; B.A. 1971, Princeton; Ph.D. 1981, Rochester

Marsha Berger, Silver Professor and Professor of Computer Science; B.S. 1974, SUNY (Binghamton); M.S. 1978, Ph.D. 1982, Stanford

Simeon M. Berman, Professor of Mathematics; B.A. 1956, City College; M.A. 1958, Ph.D. 1961, Columbia


Kimberly Bernhardt, Senior Language Lecturer on Expository Writing; B.A. 1993, Washington; M.A. 1998, Ph.D. 2003, Rutgers

Olivier Berthe, Senior Language Lecturer on French; B.A. 1994, Sorbonne (Paris IV); M.A. 1996, Jussieu (Paris VII); Agrégation 1997, M.Phil 1998, École Normale Supérieure

Maharukh Bhiladwalla, Clinical Associate Professor of Economics; Ph.D. 1995, Pennsylvania

Olivia Birdsall, Senior Language Lecturer on Expository Writing; B.A. 2001, Brigham Young; M.F.A. 2005, New York

Kenneth Birnbaum, Assistant Professor of Biology; B.A. 1984, Pennsylvania; M.S. 1993, Wisconsin (Madison); Ph.D. 2000, New York

Thomas Bishop, Florence Lacey Gould Professor of French Literature and Comparative Literature; B.A. 1950, New York; M.A. 1951, Maryland; Ph.D. 1957, California (Berkeley)

Alberto Bisin, Associate Professor of Economics; B.A. 1987, Bocconi (Italy); M.A. 1990, Ph.D. 1993, Chicago

Taylor Black, Language Lecturer on Expository Writing; B.A. 2007, Hunter College; Ph.D. 2015, Rutgers

Renée Blake, Associate Professor of Linguistics; B.Sc. 1987, M.A. 1993, Ph.D. 1997, Stanford

Michael Blanton, Associate Professor of Physics; B.A. 1995, Cornell; M.A. 1997, Ph.D. 1999, Princeton

Justin Blau, Professor of Biology; B.A. 1992, King’s College, London; Ph.D. 1996, Cambridge (England)

Ned Block, Silver Professor and Professor of Philosophy and Psychology; B.S. 1964, Massachusetts Institute of Technology; Ph.D. 1971, Harvard

Amos Bloomberg, Clinical Assistant Professor of Computer Science; B.A. 1997, Rochester; M.P.S. 2005, New York

Richard Blood, Clinical Associate Professor of Journalism; B.S. 1954, Boston

Bruce Ian Bogart, Associate Professor of Cell Biology; B.A. 1961, Johns Hopkins; Ph.D. 1966, New York

Nicholas Boggs, Clinical Assistant Professor of English; B.A. 1997, Yale; Ph.D. 2005, Columbia; M.F.A. 2008, American
Paul Boghossian, Silver Professor and Professor of Philosophy; B.S. 1978, Trent; Ph.D. 1984, Princeton

Fedor A. Bogomolov, Silver Professor and Professor of Mathematics; Dipl. 1970, Moscow; Ph.D. 1974, Steklov Institute of Mathematics

Benoit Bolduc, Associate Professor of French; B.A. 1989, M.A. 1990, Ph.D. 1996, Montreal

Adriana Bonfield, Senior Language Lecturer on Italian; Laurea 1971, Catania (Italy)

Stéphane Bonhomme, Assistant Professor of Economics; Ph.D. 2005, Sorbonne

Richard Bonneau, Associate Professor of Biology and Computer Science; B.A. 1997, Florida State; Ph.D. 2001, Washington

Eliot Borenstein, Collegiate Professor and Professor of Russian and Slavic; B.A. 1988, Oberlin; M.A. 1989, Ph.D. 1993, Wisconsin (Madison)

Jaroslav Borovicka, Assistant Professor of Economics; M.A. 2001, University of Economics (Prague); M.Sc. 2004, Czech Technical University in Prague; M.A. 2006, CERGE-EI (Prague); Ph.D. 2012, Chicago

Richard L. Borowsky, Professor of Biology; B.A. 1964, Queens College; M.Phil. 1967, Ph.D. 1969, Yale

Nawaf Bou-Rabee, Assistant Professor/Courant Instructor; B.A./B.S. 2001, Rice; Ph.D. 2007, California Institute of Technology

Robert Boynton, Associate Professor of Journalism; B.A. 1985, Haverford College; M.A. 1988, Yale

Mark Braley, Senior Language Lecturer on Expository Writing; B.S. 1979, United States Air Force Academy; M.A. 1985, Stanford; Ph.D. 1994, Princeton

Steven J. Brams, Professor of Politics; B.S. 1962, Massachusetts Institute of Technology; Ph.D. 1966, Northwestern

Jeremy S. Brandman, Assistant Professor/Courant Instructor; Ph.D. 2008, California (Los Angeles)

Kathleen Weil-Garris Brandt, Professor of Art History; B.A. 1956, Vassar College; M.A. 1958, Radcliffe College; Ph.D. 1965, Harvard

Christopher Bregler, Professor of Computer Science; Diplom 1993, Karlsruhe (Germany); M.S. 1995, Ph.D. 1998, California (Berkeley)


Laura Bresciani, Senior Language Lecturer on Italian; AA. 1986, Istituto Statale Michelangelo Buonarroti; M.A. 1999, M.A. 2004, Siena (Italy)

Mosette Broderick, Clinical Professor of Art History; B.A. 1967, Finch College; M.A. 1972, Columbia

Bruce Bromley, Senior Language Lecturer on Expository Writing; B.A. 1995, Columbia; M.A. 1997, Ph.D. 1999, New York

Elisabeth Bronfen, Global Distinguished Professor of German; Ph.D. 1992, Munich

Suse Broeye, Professor of Biology; B.S. 1958, City College; Ph.D. 1963, Polytechnic Institute of Brooklyn

Jasna Brujic, Associate Professor of Physics; M.S. 2000, Imperial College (London); Ph.D. 2003, Cambridge

Burton Budick, Professor of Physics; B.A. 1959, Harvard; Ph.D. 1962, California (Berkeley)

Oliver Buehler, Professor of Mathematics; M.S.E. 1990, Michigan; Diplom 1988, Technische Universität (Berlin); Ph.D. 1996, Cambridge

Bruce Bueno de Mesquita, Silver Professor and Professor of Politics; B.A. 1967, Queens College; M.A. 1968, Ph.D. 1971, Michigan; Ph.D. 1999, Honoris Causa, Groningen (Netherlands)


Jane Burbank, Collegiate Professor and Professor of History and Russian and Slavic Studies; B.A. 1967, Reed College; M.L.S. 1969, Simmons College; M.A. 1971, Ph.D. 1981, Harvard

Félix Manuel Burgos, Language Lecturer on Spanish and Portuguese; B.A. 2003, Nacional de Colombia; M.A. 2007, Ph.D. 2013, New Mexico

Stephen Butler, Language Lecturer on Expository Writing; B.A. 1999, Iona College; M.A. 2001, City College of New York; Ph.D. 2011, Drew

David Cai, Professor of Mathematics; B.S. 1984, Peking; M.S. 1989, Ph.D. 1994, Northwestern

Pamela Callahan, Clinical Associate Professor of Latin American and Caribbean Studies; B.A. 1982, Temple; M.A. 1985, Ph.D. 1996, Arizona (Tucson)

Ronald J. Callahan, Clinical Associate Professor of Chemistry; B.A. 1977, Queens College; M.S. 1980, Ph.D. 1989, New York


James Canary, Professor of Chemistry; B.S. 1982, California (Berkeley); Ph.D. 1988, California (Los Angeles)

Christopher Cannon, Professor of English; B.A. 1987, M.A. 1989, Ph.D. 1993, Harvard

Andrew Caplin, Silver Professor and Professor of Economics; B.A. 1978, Cambridge; Ph.D. 1983, Yale

Sylvain E. Cappell, Silver Professor and Professor of Mathematics; B.A. 1966, Columbia; Ph.D. 1969, Princeton

Thomas J. Carew, Anne and Joel Ehrenkranz Dean of the Faculty of Arts and Science and Professor of Neural Science; B.A. 1966, Loyola; M.A. 1967, California State; Ph.D. 1970, California (Riverside)

Jane Carlton, Silver Professor and Professor of Biology; Faculty Director of Genomic Sequencing; B.Sc. 1990, Ph.D. 1995, Edinburgh (Scotland)

Marisa Carrasco, Collegiate Professor and Professor of Psychology and Neuro Science; B.A. 1984, National (Mexico); M.A. 1986, Ph.D. 1989, Princeton


Adam Carter, Associate Professor of Neural Science; B.A. 1997, Cambridge (Christ’s College); Ph.D. 2002, Harvard Medical School

Marion Casey, Clinical Assistant Professor of Irish Studies; B.A. 1983, University College Dublin; M.A. 1986, Ph.D. 1998, New York


Jennifer Cayer, Senior Language Lecturer on Expository Writing; B.A. 1999, American University; M.Phil. 2005, Ph.D. 2008, New York

Antoine Cerfon, Assistant Professor of Mathematics; B.A. 2003, M.Sc. 2005, Ecole des Mines de Paris; Ph.D. 2010, Massachusetts Institute of Technology

Paul Chaikin, Silver Professor and Professor of Physics; B.S. 1966, California Institute of Technology; Ph.D. 1971, Pennsylvania

Lucas Champollion, Assistant Professor of Linguistics; M.S. 2007, Ph.D. 2010, Pennsylvania

Kanchan Chandra, Professor of Politics; B.A. 1993, Dartmouth College; Ph.D. 2000, Harvard

Young-Tae Chang, Associate Professor of Chemistry; B.S. 1991, M.S. 1994, Ph.D. 1996, Science and Technology (Pohang, South Korea)

Herrick Chapman, Associate Professor of History and French Civilization; B.A. 1971, M.P.A. 1972, Princeton; M.A. 1977, Ph.D. 1983, California (Berkeley)

David Chalmers, Professor of Psychology; University Professor; B.A. 1986, Adelaide; Ph.D. 1993, Indiana

Courtney Chatellier, Language Lecturer on Expository Writing; B.A. 2009, New York; M.Phil. 2014, CUNY

Sourav Chatterjee, Associate Professor of Mathematics; B.S. 2000, M.S. 2002, Indian Statistical Institute (Kolkata); Ph.D. 2005, Stanford

Una Chaudhuri, Collegiate Professor and Professor of English and Drama; B.A. 1971, M.A. 1973, Delhi; M.A. 1975, M.Phil. 1977, Ph.D. 1982, Columbia

Robert Chazan, S. H. and Helen R. Scheuer Professor of Hebrew and Judaic Studies; B.A. 1958, M.A. 1963, Ph.D. 1967, Columbia

Jeff Cheeger, Silver Professor and Professor of Mathematics; B.A. 1964, Harvard; M.S. 1966, Ph.D. 1967, Princeton

Yu Chen, Associate Professor of Mathematics; B.S. 1982, Tsinghua (Beijing); M.S. 1988, Ph.D. 1991, Yale

Vivek Chibber, Professor of Sociology; B.A. 1987, Northwestern; M.A. 1991, Ph.D. 1999, Wisconsin (Madison)

Farai Chideya, Distinguished Writer in Residence in Journalism; B.A. 1990, Harvard

Lionel A. Christiaen, Associate Professor of Biology; B.S. 1997, École Normale Supérieure; Ph.D. 2004, Paris XI

Joshua Clayton, Clinical Assistant Professor of Computer Science; B.F.A. 2001, Western Michigan; M.P.S. 2011, New York

Marcelle Clements, Collegiate Professor; Fellow, New York Institute for the Humanities; B.A. 1969, Bard

Tirso Cleves, Senior Language Lecturer on Spanish and Portuguese; M.Ed. 1992, M.A. 1994, Ph.D. 2001, Boston

Timothy Cogley, Professor of Economics; B.A. 1980, Ph.D. 1988, California

Barry Cohen, Clinical Associate Professor of Psychology; B.S. 1970, SUNY (Stony Brook); M.A. 1975, CUNY (Queens College); Ph.D. 1983, New York

Brigid Cohen, Assistant Professor of Music; B.A. 2000, Wellesley College; M.Mus. 2001, King’s College London; Ph.D. 2007, Harvard

Youssef Cohen, Associate Professor of Politics; B.A. 1973, Escola de Administração de Empresas; M.A. 1974, Ph.D. 1979, Michigan

Tobias Colding, Professor of Mathematics; Ph.D. 1992, Pennsylvania

Richard Cole, Silver Professor and Professor of Computer Science; B.A. 1978, Oxford; Ph.D. 1982, Cornell

Christopher Collins, Professor of Linguistics; B.S. 1985, Ph.D. 1993, Massachusetts Institute of Technology

Joan Connelly, Professor of Art History and Classics; B.A. 1976, Princeton; M.A. 1979, Ph.D. 1984, Bryn Mawr College

Ted Conover, Associate Professor in Journalism; Director of the Arthur L. Carter Journalism Institute; B.A. 1981, Doctor of Letters 2001, Amherst College

Edgar E. Coons, Jr., Professor of Psychology; B.A. 1951, Colorado College; Ph.D. 1964, Yale

Frederick Cooper, Professor of History; B.A. 1969, Stanford; Ph.D. 1974, Yale

Ludovic Cortade, Associate Professor of French; B.A. 1997, M.A. 1999, Ph.D. 2004, Sorbonne

Gloria Coruzzi, Carroll and Milton Petrie Professor of Biology; B.S. 1976, Fordham; M.S. Ph.D. 1979, New York

John R. Costello, Professor of Linguistics; B.A. 1964, Wagner College; M.A. 1966, Ph.D. 1968, New York

Virginia Cox, Professor of Italian; B.A. 1985, Ph.D. 1989, Cambridge

Pamela Crabtree, Associate Professor of Anthropology; B.A. 1972, Barnard College; M.A. 1975, Ph.D. 1982, Pennsylvania

Patricia Crain, Associate Professor of English; B.A. 1970, Bennington College; M.A. 1989, Ph.D. 1991, Columbia

Kyle Cranmer, Associate Professor of Physics; B.A. 1999, Rice; M.A. 2002, Ph.D. 2005, Wisconsin

Conor Creaney, Senior Language Lecturer on Expository Writing; B.A. 1996, M.A. 1998, University College Dublin; Ph.D. 2011, New York

Medhat Credi, Senior Language Lecturer on Middle Eastern and Islamic Studies; B.A. 1970, Ayn Shams University (Egypt); M.A., 1973 American University in Cairo (Egypt)

David Cregar, Senior Language Lecturer on Expository Writing; B.A. 1988, M.A. 1993, Montclair State
Raffaella Cribiore, Professor of Classics; Laurea 1972, Università Cartolica (Milan); M.Phil. 1990, Ph.D. 1993, Columbia

Clayton Curtis, Associate Professor of Psychology; B.A. 1992, Texas (Austin); M.A. 1997, Ph.D. 1999, Minnesota (Minneapolis)

Suzanne Cusick, Professor of Music; B.F.A. 1969, Newcomb College; Ph.D. 1975, North Carolina

Aurora Czegledi, Language Lecturer on Spanish and Portuguese; B.A. 1995, Baruch; Ph.D. 2006, New York


Sonia N. Das, Assistant Professor of Anthropology; B.S., B.A. 1999, Stanford; M.A. 2003, Ph.D. 2008, Michigan

J. Michael Dash, Professor of French and Social and Cultural Analysis; B.A. 1969, Ph.D. 1973, West Indies

J. Martin Daughtry, Assistant Professor of Music; B.A. 1994, New College of Florida; M.A. 2001, Ph.D. 2006, California (Los Angeles)

Lila Davachi, Associate Professor of Psychology; B.A. 1992, Barnard College; Ph.D. 1999, Yale

Lisa Davidson, Associate Professor of Linguistics; B.A. 1997, Brown; M.A. 1999, Ph.D. 2003, Johns Hopkins

Arlene Dávila, Professor of Anthropology and Social and Cultural Analysis; B.A. 1987, Tufts; M.A. 1990, New York; Ph.D. 1996, CUNY

Maria de Lourdes Dávila, Clinical Associate Professor of Spanish and Portuguese; Ph.D. 1994, Harvard

Ernest Davis, Professor of Computer Science; B.S. 1977, Massachusetts Institute of Technology; Ph.D. 1983, Yale

Patrick Deer, Associate Professor of English; B.A. 1988, Oxford; M.A. 1989, M.Phil. 1995, Ph.D. 2000, Columbia

Percy A. Deift, Silver Professor and Professor of Mathematics; B.S. 1967, M.S. 1970, Durban, Natal (South Africa); M.S. 1971, Rhodes (South Africa); Ph.D. 1976, Princeton

Enrique Del Risco, Senior Language Lecturer on Spanish; B.A. 1990, Universidad de La Habana (Cuba); Ph.D. 2007, New York


David B. H. Denoon, Professor of Economics and Politics; B.A. 1966, Harvard; M.P.A. 1968, Princeton; Ph.D. 1975, Massachusetts Institute of Technology

David Dent, Associate Professor of Journalism; B.A. 1981, Morehouse College; M.S. 1982, Columbia

Michelle Dent, Senior Language Lecturer on Expository Writing; B.F.A. 1987, Cornish College; M.A. 1996, Columbia; Ph.D. 2000, New York

Claude Desplan, Silver Professor and Professor of Biology; Director, Center for Developmental Genetics; B.S. 1975, Ecole Normale Supérieure St Cloud (France); D.Sc./Ph.D. 1983, Paris VII

Partha S. Dey, Courant Instructor, Courant Institute; B.S. 2004, M.S. 2006, Indian Statistical Institute (Kolkata); Ph.D. 2010, California (Berkeley)

Manthia Diawara, Professor of Comparative Literature and Africana Studies; University Professor; M.A. 1978, American; Ph.D. 1985, Indiana


Eric Dickson, Associate Professor of Politics; B.S. 1996, California Institute of Technology; M.A. 1997, Princeton; M.A. 1999, Ph.D. 2003, Harvard

Anthony Di Fiore, Associate Professor of Anthropology; B.S. 1990, Cornell; M.A. 1991, Ph.D. 1997, California (Davis)

Hasia Diner, Professor of American Jewish History; Professor of History; B.A. 1968, Wisconsin (Madison); M.A.T. 1970, Chicago; Ph.D. 1975, Illinois

Carolyn Dinshaw, Silver Professor and Professor of English and Social and Cultural Analysis; B.A. 1978, Bryn Mawr College; Ph.D. 1982, Princeton


Jo Dixon, Associate Professor of Sociology; B.A. 1972, North Carolina (Greensboro); M.A. 1981, Emory; Ph.D. 1987, Indiana

Yevgeniy Dodis, Professor of Computer Science; B.A. 1996, New York; M.S. 1998, Ph.D. 2000, Massachusetts Institute of Technology

Aleksandar Donev, Assistant Professor of Mathematics; B.S. 2001, Michigan State; Ph.D. 2006, Princeton

Ana Maria Dopico, Associate Professor of Comparative Literature and Spanish; B.A. 1985, Tufts; M.A. 1988, Ph.D. 1998, Columbia

Georgina Dopico, Associate Professor of Spanish and Portuguese; Dean for the Humanities, Faculty of Arts and Science; B.A. 1986, Harvard; Ph.D. 1995, Yale


Cian Dorr, Professor of Philosophy; B.A. 1993, M.A. 1994, University College, Cork; Ph.D. 2002, Princeton

Andrea Dortmann, Senior Language Lecturer and Director of German Language Programs; B.A. 1987, Bonn; M.A. 1992, Freie Universität Berlin; Ph.D. 2003, New York

Ray C. Dougherty, Associate Professor of Linguistics; B.A. 1962, M.S. 1964, Dartmouth College; Ph.D. 1968, Massachusetts Institute of Technology

Tiberiu Dragu, Assistant Professor of Politics; B.A. 2002, Babes Bolyai University (Romania); M.A. 2005, Pittsburgh; Ph.D. 2009, Stanford

Mariela Dreyfus, Clinical Professor of Spanish and Portuguese; B.A. 1986, M.A. 1989, San Marcos; Ph.D. 1996, Columbia

Oindrila Dube, Associate Professor of Politics; B.A. 2000, Stanford; M.Phil. 2004, Oxford; Ph.D. 2009, Harvard
Stephanie Dubois, Senior Language Lecturer on French; Licence d’histoire 1982, Angers (France); Licence de F.E.E. 1995, Maitrise de F.E.E. 2001, Rouen (France)

Yadin Dudai, Albert and Blanche Willner Family Global Distinguished Professor of Neural Science; Ph.D. 1974, Weizmann Institute of Science

Lisa Duggan, Professor of History and Social and Cultural Analysis; B.A. 1976, Virginia; M.A. 1979, St. Lawrence College; Ph.D. 1979, Pennsylvania

Georgi Dvali, Silver Professor and Professor of Physics; M.A. 1985, Ph.D. 1992, Tbilisi (Georgia)

William Easterly, Professor of Economics and Africana Studies; B.A. 1979, Bowling Green State; Ph.D. 1985, Massachusetts Institute of Technology

Jonathan Eaton, Professor of Economics; B.A. 1972, Harvard; M.A. 1973, Ph.D. 1976, Yale

Frankie Edozien, Clinical Associate Professor of Journalism; B.A. 1994, New York

Alph Edwards, Language Lecturer on Expository Writing; B.A. 1993, M.A. 1995, Hunter College

Patrick Egan, Associate Professor of Politics and Public Policy; B.A. 1992, Swarthmore; M.S. 2000, Princeton; M.S. 2001, Ph.D. 2008, California

Scott Eggebeen, Clinical Associate Professor of Psychology; B.A. 1982, Marquette; M.S. 1984, M.A. 1985, Ph.D. 1988, Columbia

Thráinn Eggertsson, Global Distinguished Professor of Politics; B.A. 1964, Manchester (England); Ph.D. 1972, Ohio State

Patrick Eichenberger, Assistant Professor of Biology; B.S. 1991, M.S. 1996, Ph.D. 1997, Geneva

Colin T. Eider, Robert Lehman Professor of Art History; B.A. 1952, Yale; M.A. 1954, Ph.D. 1957, Harvard

Tamer el-Leithy, Assistant Professor of Middle Eastern and Islamic Studies; B.A. 1994, American (Cairo); M.Phil. 1997, Cambridge; M.A. 2000, Ph.D. 2005, Princeton

David Ellis, Senior Language Lecturer on Expository Writing; B.A. 2002, Arizona; M.F.A. 2007, Brooklyn College

Jabier Elorrieta, Clinical Associate Professor of Spanish and Portuguese; B.A. 1987, Universidad de Deusto (Spain); M.A. 1990, Ph.D. 1996, Texas (Austin)

David Engel, Maurice R. and Corinne P. Greenberg Professor of Holocaust Studies and Professor of Hebrew and Judaic Studies; B.A. 1972, Ph.D. 1979, California (Los Angeles)

Deena Engel, Clinical Professor of Computer Science; B.A. 1978; M.A. 1980, SUNY (Binghamton); M.S. 1999, New York

Paula England, Silver Professor and Professor of Sociology; B.A. 1971, Whitman College; M.A. 1972, Ph.D. 1975, Chicago

Sibel Erol, Clinical Professor of Middle Eastern and Islamic Studies; B.A. 1979, Boaçizi; M.A. 1981, Ph.D. 1993, California (Berkeley)


Thomas Ertman, Director, The College Core Curriculum; Associate Professor of Sociology; B.A. 1981, M.A. 1985, Ph.D. 1990, Harvard

Gennady Estrakh, Clinical Associate Professor of Hebrew and Judaic Studies; M.S. 1974, Zaporozhye Technical; Ph.D. 1996, Oxford

Nicole Eustace, Professor of History; B.A. 1994, Yale; Ph.D. 2001, Pennsylvania

John Spencer Evans, Associate Professor of Chemistry; B.S. 1978, Northwestern; D.D.S. 1982, Illinois; Ph.D. 1992, California Institute of Technology

Dan Fagin, Professor of Journalism; B.A. 1985, Dartmouth College

Alexandra Falek, Language Lecturer on Expository Writing; B.A. 1999, California (Berkeley); Ph.D. 2008, New York

Xiaochen Fan, Clinical Assistant Professor of Economics; B.A. 2001, Zhejiang University; M.A. 2003, Ohio State; M.A. 2011, Ph.D. 2011, Stanford

Glenns Farrar, Collegiate Professor and Professor of Physics; B.A. 1967, California (Berkeley); Ph.D. 1971, Princeton

Elisabeth Fay, Language Lecturer on Expository Writing; B.A. 2005, Sarah Lawrence; M.A. 2012, Ph.D. 2015, Cornell

Yael Feldman, Professor of Hebrew and Judaic Studies; B.A. 1967, Tel Aviv; M.A. 1976, Hebrew College; Ph.D. 1981, Columbia

Ahmed Ferhadi, Clinical Professor of Middle Eastern and Islamic Studies; B.A. 1969, Baghdad; M.S. 1979, Edinburgh; M.A. 1988, Ph.D. 1990, Michigan

James D. Fernández, Collegiate Professor and Associate Professor of Spanish and Portuguese; B.A. 1983, Dartmouth College; M.A. 1986, Ph.D. 1988, Princeton

Raquel Fernandez, Professor of Economics; B.A. 1981, Princeton; Ph.D. 1988, Columbia

Ada Ferrer, Silver Professor and Professor of History and Latin American and Caribbean Studies; B.A. 1984, Vassar College; M.A. 1988, Texas (Austin); Ph.D. 1995, Michigan

Hartry Field, Silver Professor and Professor of Philosophy; University Professor; B.A. 1967, Wisconsin; M.A. 1968, Ph.D. 1972, Harvard

Kit Fine, Silver Professor and Professor of Philosophy and Mathematics; University Professor; B.A. 1967, Oxford; Ph.D. 1969, Warwick

Sibylle Fischer, Associate Professor of Spanish and Portuguese and Latin American and Caribbean Studies; M.A. 1987, Freie Universität Berlin; Ph.D. 1995, Columbia

David H. A. Fitch, Professor of Biology; B.A. 1980, Dartmouth College; Ph.D. 1986, Connecticut


Daniel Fleming, Associate Professor of Hebrew and Judaic Studies; B.S. 1979, Stanford; M.Div. 1985, Gordon-Conwell Theological Seminary

Juliet Fleming, Associate Professor of English; B.A. 1982, Cambridge; Ph.D. 1990, Pennsylvania
Katherine Fleming, Provost; Alexander S. Onassis Professor of Hellenic Culture and Civilization and Professor of History and Hellenic Studies; B.A. 1988, Columbia; M.A. 1989, Chicago; Ph.D. 1996, California (Berkeley)

Chris Flinn, Professor of Economics; B.A. 1973, Wisconsin (Madison); M.A. 1975, Michigan; Ph.D. 1984, Chicago

Finbarr Barry Flood, William R. Kenan, Jr. Professor of the Humanities and Professor of Art History; B.A. 1988, Trinity College (Dublin); Ph.D. 1993, Edinburgh


David Foley, Senior Language Lecturer on Expository Writing; B.A. 2012, M.F.A. 2010, New York

Richard Foley, Professor of Philosophy; University Professor; Vice Chancellor of Strategic Planning; B.A. 1969, M.A. 1970, Miami; Ph.D. 1975, Brown

Jean-Claude Franchitti, Clinical Associate Professor of Computer Science; M.S. 1985, M.S. 1990, Ph.D. 1993, Colorado (Boulder)

Laura Franklin-Hall, Associate Professor of Philosophy; B.S. 2000, Stanford; M.A. 2004, Ph.D. 2008, Columbia


Guillaume Frechette, Assistant Professor of Economics; B.A. 1996, McGill; M.A. 1997, Queen's; Ph.D. 2002, Ohio State


Alexander E. Fribergh, Assistant Professor/Courant Instructor, Courant Institute; B.Sc. 2004, École Normale Supérieure de Lyon; Ph.D. 2009, Université de Lyon Claude Bernard

Jane Friedman, Assistant Professor of Philosophy; B.A. 2000, McGill; Ph.D. 2011, Oxford (St. Catherine's College)

Nils Froment, Senior Language Lecturer on French; B.A. Victoria (Manchester); M.A. 1998, Delaware; Ph.D. 2007, New York

Roman Frydman, Professor of Economics; B.S. 1971, Cooper Union; M.S. 1973, New York; M.A. 1976, M.Phil. 1977, Ph.D. 1978, Columbia

Gregory Gabadadze, Professor of Physics; B.S. 1994, M.S. 1994, Moscow State; Ph.D. 1998, Rutgers

Adamantios Ioannis Gafos, Associate Professor of Linguistics; B.Sc. 1990, National, Patras (Greece); M.S. 1992, Purdue; Ph.D. 1996, Johns Hopkins

Toral Gajarawala, Associate Professor of English; B.A. 1997, Tufts; M.A. 1999, New York; Ph.D. 2004, California (Berkeley)

Douglas Gale, Silver Professor and Professor of Economics; B.Sc. 1970, Trent; M.A. 1972, Carleton; Ph.D. 1975, Cambridge

Adrienne Gans, Clinical Associate Professor of Psychology; B.A. 1974, SUNY (Stony Brook); Ph.D. 1981, California (Berkeley)

Tejaswini Ganti, Associate Professor of Anthropology; B.A. 1991, Northwestern; M.A. 1994, Pennsylvania; Ph.D. 2000, New York

Paul R. Garabedian, Professor of Mathematics; B.A. 1946, Brown; M.A. 1947, Ph.D. 1948, Harvard

David Garland, Professor of Sociology and Law; LL.B. 1977, Ph.D. 1984, Edinburgh; M.A. 1978, Sheffield

Don Garrett, Silver Professor and Professor of Philosophy; B.A. 1974, Utah; M.A. 1979, Ph.D. 1979, Yale

Benjamin Gassman, Language Lecturer on Expository Writing; B.A. 2005, Binghamton; M.F.A. 2010, Brooklyn College

Ana Maria Ochoa Gautier, Associate Professor of Music; B.A. 1987, British Columbia (Canada); M.A. 1993, Ph.D. 1996, Indiana

Nicholas E. Geacintov, Professor of Chemistry; B.S. 1957, M.S. 1959, Ph.D. 1961, SUNY (Syracuse)

Davi Geiger, Associate Professor of Computer Science and Neural Science; B.S. 1980, Pontificia Católica (Brazil); M.A. 1983, CBPF (Brazil); Ph.D. 1990, Massachusetts Institute of Technology

Alys George, Assistant Professor of German; B.A. 1998, Delaware; Ph.D. 2009, Stanford

Edwin Gerber, Assistant Professor of Mathematics; B.S. 2000, Sewanee; Ph.D. 2006, Princeton

Tom Gerety, Collegiate Professor; B.A. 1969, Ph.D. 1976, J.D. 1976, Yale

Pierre M. Germain, Assistant Professor of Mathematics; Ph.D. 2005, École Polytechnique

Dennis Geronimus, Associate Professor of Art History; B.A. 1995, Williams College; Ph.D. 2001, Oxford

Stefanos Geroulanos, Assistant Professor of History; B.A. 2001, Princeton; Ph.D. 2008, Johns Hopkins

Marc Gershon, Assistant Professor of Music; B.A. 1988, Haverford College; M.A. 1992, Ph.D. 1997, Chicago

Mark Gertler, Henry and Lucy Moses Professor of Economics; B.A. 1973, Wisconsin; Ph.D. 1978, Stanford

Michael Gilligan, Associate Professor of Politics; B.A. 1987, Wisconsin (Madison); M.A. 1989, Princeton; Ph.D. 1992, Harvard

Ernest Gilman, Professor of English; B.A. 1968, M.A. 1971, Ph.D. 1975, Columbia

Michael Gilsenan, Professor of Middle Eastern and Islamic Studies and Anthropology; B.A. 1963, Dip. Anth. 1964, D.Phil. 1967, Oxford


Faye Ginsburg, Professor of Anthropology; B.A. 1976, Barnard College; Ph.D. 1986, CUNY

Gabriel Giorgi, Associate Professor of Spanish and Portuguese; Licenciatura 1991, M.A. 1996, Universidad Nacional de Córdoba (Argentina); Ph.D. 2002, New York
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Gitelman</td>
<td>Professor of English and Media, Culture, and Communication (Steinhardt); A.B. 1983,</td>
</tr>
<tr>
<td></td>
<td>Chicago; M.A. 1985, Ph.D. 1991, Columbia</td>
</tr>
<tr>
<td>Elena Glasberg</td>
<td>Language Lecturer on Expository Writing; B.A. 1981, SUNY (Purchase); Ph.D. 1995,</td>
</tr>
<tr>
<td></td>
<td>Indiana</td>
</tr>
<tr>
<td>Paul Glimcher</td>
<td>Silver Professor and Professor of Neural Science, Economics and Psychology; B.A. 1983,</td>
</tr>
<tr>
<td></td>
<td>Princeton; Ph.D. 1989, Pennsylvania</td>
</tr>
<tr>
<td>Gayatri Gopinath</td>
<td>Associate Professor of Social and Cultural Analysis; B.A. 1991, Wesleyan; M.A. 1994,</td>
</tr>
<tr>
<td></td>
<td>Ph.D. 1998, Columbia</td>
</tr>
<tr>
<td>Rebecca Goetz</td>
<td>Associate Professor of History; B.A. 2000, Bates College; M.A. 2002, Ph.D. 2006,</td>
</tr>
<tr>
<td></td>
<td>Harvard</td>
</tr>
<tr>
<td>Arthur Goldberg</td>
<td>Clinical Assistant Professor of Computer Science; B.A. 1977, Harvard; M.S. 1984, Ph.D.</td>
</tr>
<tr>
<td></td>
<td>1991, California (Los Angeles)</td>
</tr>
<tr>
<td>Benjamin F. Goldberg</td>
<td>Associate Professor of Computer Science; B.A. 1982, Williams College; M.S. 1984, M.Phil.</td>
</tr>
<tr>
<td></td>
<td>1984, Ph.D. 1986, Yale</td>
</tr>
<tr>
<td>Burt Goldberg</td>
<td>Clinical Professor of Chemistry; B.S. 1973, Pace; M.S. 1984, CUNY; M.Phil. 1984,</td>
</tr>
<tr>
<td></td>
<td>Mount Sinai School of Medicine; Ph.D. 1998, Wales (Cardiff)</td>
</tr>
<tr>
<td>Henriette Goldwyn</td>
<td>Clinical Associate Professor of French; B.A. 1975, Hunter; M.A. 1979, Ph.D. 1985, New</td>
</tr>
<tr>
<td></td>
<td>York</td>
</tr>
<tr>
<td>Peter Gollwitzer</td>
<td>Professor of Psychology; B.A. 1973, Regensburg; M.A. 1977, Ruhr, Bochum; Ph.D. 1981,</td>
</tr>
<tr>
<td></td>
<td>Texas (Austin)</td>
</tr>
<tr>
<td>Michael Gomez</td>
<td>Silver Professor and Professor of History; B.A. 1981, M.A. 1982, Ph.D. 1985, Chicago</td>
</tr>
<tr>
<td>Odi Gonzales Jimenez</td>
<td>Senior Language Lecturer on Quechua, Center for Latin American and Caribbean Studies;</td>
</tr>
<tr>
<td></td>
<td>Licentiate 1993, Universidad Nacional de San Agustin de Arequipa (Peru); M.A. 2003,</td>
</tr>
<tr>
<td></td>
<td>Maryland (College Park)</td>
</tr>
<tr>
<td>Jonathan Goodman</td>
<td>Professor of Mathematics; B.S. 1977, Massachusetts Institute of Technology; Ph.D. 1982,</td>
</tr>
<tr>
<td></td>
<td>Stanford</td>
</tr>
<tr>
<td>Jeffrey Goodwin</td>
<td>Professor of Sociology; B.A. 1980, M.A. 1983, Ph.D. 1988, Harvard</td>
</tr>
<tr>
<td>Gayatri Gopinath</td>
<td>Associate Professor of Social and Cultural Analysis; B.A. 1991, Wesleyan; M.A. 1994,</td>
</tr>
<tr>
<td></td>
<td>Ph.D. 1998, Columbia</td>
</tr>
<tr>
<td>Linda Gordon</td>
<td>Florence Kelly Professor and Professor of History; University Professor; B.A. 1961,</td>
</tr>
<tr>
<td></td>
<td>Swarthmore College; M.A. 1963, Ph.D. 1970, Yale</td>
</tr>
<tr>
<td>Meryl Gordon</td>
<td>Associate Professor of Journalism; B.A. 1973, Michigan</td>
</tr>
<tr>
<td>Sanford Gordon</td>
<td>Professor of Politics; B.A. 1994, Cornell; M.A. 1996, Ph.D. 1999, Princeton</td>
</tr>
<tr>
<td>Manu Goswami</td>
<td>Associate Professor of History; Ph.D. 1998, Chicago</td>
</tr>
<tr>
<td>Allan Gottlieb</td>
<td>Professor of Computer Science; B.S. 1967, Massachusetts Institute of Technology; M.A.</td>
</tr>
<tr>
<td></td>
<td>1968, Ph.D. 1973, Brandeis</td>
</tr>
<tr>
<td>Michah Gottlieb</td>
<td>Associate Professor of Hebrew and Judaic Studies; B.A. 1995, McGill; M.A. 1997, New</td>
</tr>
<tr>
<td></td>
<td>York; Ph.D. 2003, Indiana</td>
</tr>
<tr>
<td>Maria Gouskova</td>
<td>Associate Professor of Linguistics; B.A. 1998, Eastern Michigan; Ph.D. 2003, Massachusetts</td>
</tr>
<tr>
<td></td>
<td>(Amherst)</td>
</tr>
<tr>
<td>Jean-Philippe Graff</td>
<td>Language Lecturer on French; B.A. 2007, Nancy 2 (France); M.A. 2010, Northern Illinois</td>
</tr>
<tr>
<td>Bryan Graham</td>
<td>Associate Professor of Economics; B.A. 1997, Tufts; M.Phil. 2000, Oxford; Ph.D. 2005,</td>
</tr>
<tr>
<td></td>
<td>Harvard</td>
</tr>
<tr>
<td>Greg Grandin</td>
<td>Professor of History; B.A. 1992, Brooklyn College; M.A. 1995, Ph.D. 1999, Yale</td>
</tr>
<tr>
<td>Bruce Grant</td>
<td>Professor of Anthropology; B.A. 1985, McGill; M.A. 1986, Ph.D. 1993, Rice</td>
</tr>
<tr>
<td>David F. Greenberg</td>
<td>Professor of Sociology; B.S. 1962, M.S. 1963, Ph.D. 1969, Chicago</td>
</tr>
<tr>
<td>Leslie Greengard</td>
<td>Silver Professor and Professor of Mathematics; B.A. 1979, Wesleyan; M.D., Ph.D. 1987,</td>
</tr>
<tr>
<td></td>
<td>Yale</td>
</tr>
<tr>
<td>David Gresham</td>
<td>Associate Professor of Biology; B.S. 1997, McGill; Ph.D. 2001, Edith Cowan (Perth)</td>
</tr>
<tr>
<td>David Grier</td>
<td>Professor of Physics; B.A. 1984, Harvard; Ph.D. 1989, Michigan</td>
</tr>
<tr>
<td>Robert Grimm</td>
<td>Associate Professor of Computer Science; B.S. 1996, M.E. 1996, Massachusetts Institute</td>
</tr>
<tr>
<td>Ralph Grishman</td>
<td>Professor of Computer Science; B.A. 1968, Ph.D. 1973, Columbia</td>
</tr>
<tr>
<td>Mikhail Gromov</td>
<td>Jay Gould Professor of Mathematics; M.A. 1965, Ph.D. 1973, Leningrad</td>
</tr>
<tr>
<td>Alexander Grosberg</td>
<td>Professor of Physics; M.Sc. 1972, Moscow State; Ph.D. 1975, Institute for Physical</td>
</tr>
<tr>
<td></td>
<td>Problems; Sc.D. 1982, Moscow State</td>
</tr>
<tr>
<td>Stephen Gross</td>
<td>Assistant Professor of European and Mediterranean Studies; B.A. 2002, Virginia; M.A.</td>
</tr>
<tr>
<td></td>
<td>2006, Ph.D. 2010, California (Berkeley)</td>
</tr>
<tr>
<td>Boris Groys</td>
<td>Professor of Russian and Slavic Studies; B.A. 1971, Leningrad; M.A. 1981, Moscow; Ph.D.</td>
</tr>
<tr>
<td></td>
<td>1992, Münster</td>
</tr>
<tr>
<td>Andrei Gruzinov</td>
<td>Associate Professor of Physics; M.S., Moscow Institute for Physics and Technology; Ph.D.</td>
</tr>
<tr>
<td></td>
<td>1995, California (San Diego)</td>
</tr>
<tr>
<td>Ed Guerrero</td>
<td>Associate Professor of Cinema Studies and Africana Studies; B.A.; San Francisco State;</td>
</tr>
<tr>
<td></td>
<td>M.F.A. 1972, San Francisco Art Institute; Ph.D. 1989, California (Berkeley)</td>
</tr>
<tr>
<td>John Guillory</td>
<td>Silver Professor and Professor of English; B.A. 1974, Tulane; Ph.D. 1979, Yale</td>
</tr>
<tr>
<td>Kris Gunsalus</td>
<td>Associate Professor of Biology; B.A. 1984, Ph.D. 1997, Cornell</td>
</tr>
<tr>
<td>Sinan Gunturk</td>
<td>Associate Professor of Mathematics; B.S. 1996, Boazici (Turkey); Ph.D. 2000, Princeton</td>
</tr>
<tr>
<td>Todd Gureckis</td>
<td>Assistant Professor of Psychology; B.S. 2001, M.A. 2004, Ph.D. 2005, Texas (Austin)</td>
</tr>
<tr>
<td>Andrei Guruianu</td>
<td>Language Lecturer on Expository Writing; B.A. 2001, Binghamton; M.S. 2003, Elmira College</td>
</tr>
<tr>
<td></td>
<td>M.S. 2003, Iona College; Ph.D. 2010, Binghamton</td>
</tr>
<tr>
<td>Gregory Guy</td>
<td>Professor of Linguistics; B.A. 1972, Boston; M.A. 1975, Ph.D. 1981, Pennsylvania</td>
</tr>
</tbody>
</table>
Catherine Hafer, Associate Professor of Politics; B.S. 1993, California Institute of Technology; M.A. 1996, Ph.D. 2000, Rochester


Hala Halim, Assistant Professor of Middle Eastern and Islamic Studies and Comparative Literature; B.A. 1985, Alexandria; M.A. 1992, Cairo; Ph.D. 2004, California (Los Angeles)

Richard Halpern, Erich Maria Remarque Professor of Literature and Professor of English; B.A. 1976, Connecticut College; Ph.D. 1983, Yale


Eliezer Hameiri, Professor of Mathematics; B.A. 1970, M.A. 1972, Tel Aviv; Ph.D. 1976, New York

Andrew Hamilton, Professor of Chemistry; President of New York University; B.Sc. 1974, Exeter; M.Sc. 1976, British Columbia; Ph.D. 1980, Cambridge

Yukiko Hanawa, Senior Language Lecturer on Japanese; B.A. 1978, M.A. 1982, California State (Long Beach); M.A. 1987, Stanford; Ph.D. 2003, Cornell

Lynne Haney, Professor of Sociology; Director, Program in Law and Society; B.A. 1990, California (San Diego); M.A. 1992, Ph.D. 1997, California (Berkeley)

Fengbo Hang, Associate Professor of Mathematics; B.S. 1993, Tsinghua (China); M.S. 1996, Beijing; Ph.D. 2001, New York

Alexander Hanhart, Clinical Assistant Professor of Mathematics; B.S. 2000, M.S. 2002, Maryland (Baltimore); M.S. 2007, Ph.D. 2009, Minnesota

Michele Hanks, Language Lecturer on Expository Writing; B.A. 2004, Mount Holyoke College; M.A. 2005, Iowa; Ph.D. 2011, Illinois (Urbana-Champaign)

David Harper, Clinical Associate Professor of Economics; B.A. 1984, Waikato; Ph.D. 1992, Reading (England)

Phillip Brian Harper, Erich Maria Remarque Professor of Literature; Professor of Social and Cultural Analysis; Dean of the Graduate School of Arts and Science; B.A. 1981, Michigan; M.A. 1985, M.A. 1986, Ph.D. 1988, Cornell

Christine Harrington, Professor of Politics and Law; B.A. 1974, New Mexico; M.A. 1976, Ph.D. 1982, University College London

Terry Harrison, Silver Professor and Professor of Anthropology; B.S. 1978, Ph.D. 1982, University College London

Stephanie Harves, Clinical Associate Professor of Linguistics and Russian and Slavic Studies; B.A. 1994, Grinnell College; M.A. 1996, Michigan; Ph.D. 2002, Princeton

Anna Harvey, Robert A. Beck Professor of American Institutions and Politics; B.A. 1988, Ohio; M.A. 1990, Ph.D. 1994, Princeton

David Harvey, Assistant Professor/Courant Instructor; B.Com. 2001, B.Sc. 2003, New South Wales; Ph.D. 2008, Harvard

Amani Hassan, Senior Language Lecturer on Middle Eastern and Islamic Studies; B.A. 1987, Ain Shams (Cairo); M.A. 1991, New York

David Heeger, Silver Professor and Professor of Psychology and Neural Science; B.A. 1983, M.S.E. 1985, Ph.D. 1987, Pennsylvania

Madeline E. Heilman, Professor of Psychology; B.S. 1967, Cornell; Ph.D. 1972, Columbia

Gabriel Heller, Senior Language Lecturer on Expository Writing; B.A. 1999, Oberlin College; M.F.A. 2004, New York

Josephine Gattuso Hendin, Tiro a Segno Professor of Italian American Studies and Professor of English; B.A. 1964, City College; M.A. 1965, Ph.D. 1968, Columbia

John Henssler, Clinical Associate Professor of Chemistry; B.S. 2004, Pittsburgh; Ph.D. 2009, Michigan

Heriberto Hernandez, Senior Language Lecturer on Spanish; B.A. 1995, Universidad Complutense de Madrid; M.A. 2002, Long Island

Robert Hinton, Clinical Associate Professor of Social and Cultural Analysis; B.A. 1973, District of Columbia; Ph.D. 1993, Yale

Martha Hodes, Professor of History; B.A. 1980, Bowdoin College; M.A. 1984, Harvard; M.A. 1987, Ph.D. 1991, Princeton

Elizabeth Hoffman, Professor of Music; B.A. 1985, Swarthmore College; M.A. 1988, SUNY (Stony Brook); D.M.A. 1996, Washington

David W. Hogg, Associate Professor of Physics; B.S. 1992, Massachusetts Institute of Technology; Ph.D. 1998, California Institute of Technology

David Holland, Professor of Mathematics; B.A. 1983, B.Sc. 1984, M.Sc. 1986, Memorial; Ph.D. 1993, McGill

Denis Hollier, Professor of French; Ph.D. 1973, Paris X

Stephen Holmes, Professor of Politics; B.A. 1969, Denison; M.A. 1974, M.Phil. 1975, Ph.D. 1976, Yale

David L. Hoover, Professor of English; B.A. 1971, Manchester College; M.A. 1974, Ph.D. 1980, Indiana

Robert Hopkins, Professor of Philosophy; B.A. 1986, Cambridge; M.Phil 1989, University College London; Ph.D. 1993, Cambridge

Frank C. Hoppensteadt, Professor of Mathematics; B.A. 1960, Butler; Ph.D. 1965, Wisconsin

Ruth Horowitz, Professor of Sociology; B.A. 1969, Temple; M.A. 1972, Ph.D. 1975, Chicago

Paul Horwich, Professor of Philosophy; B.A. 1968, Oxford; M.A. 1969, Yale; M.A. 1973, Ph.D. 1975, Cornell

Amy Hosig, Senior Language Lecturer on Expository Writing; B.A. 1991, Oberlin College; M.F.A. 2004, New York

Lee Horz, Distinguished Writer in Residence in Journalism; B.A. 1973, M.A. 1973, Tufts

Michael Hout, Professor of Sociology; B.A. 1972, M.A. 1973, Pittsburgh; Ph.D. 1976, Indiana
James C. Hsiung, Professor of Politics; B.A. 1955, National (Taiwan); M.A. 1960, Southern Illinois; Ph.D. 1967, Columbia

Xianpeng Hu, Courant Instructor, Courant Institute; B.S. 2003, M.S. 2006, Sun Yat-sen (China); Ph.D. 2010, Pittsburgh

Ting Huang, Language Lecturer on East Asian Studies; B.A. 2004, M.A. 2006, Zhejiang (China); M.A. 2009, Iowa


Nathan Hull, Clinical Associate Professor of Computer Science; B.S. 1973, Indiana State; M.A. 1978, Catholic


Mikhail Lampolski, Professor of Comparative Literature and Russian; B.A. 1971, Moscow Pedagogical Institute; Ph.D. 1977, Academy of Pedagogical Sciences

Aslı Igsiz, Assistant Professor of Middle Eastern and Islamic Studies; B.A. 1993, Bogazici (Turkey); M.A. 1996, Hacettepe (Turkey); M.A., Ph.D., 2006, Michigan

Gabriela Ilieva, Clinical Professor of Middle Eastern and Islamic Studies; B.A., M.A. 1990, Bulgarian College; Ph.D. 2000, Minnesota

Jeannie Im, Senior Language Lecturer on Expository Writing; B.A. 1996, Stanford; Ph.D. 2009, Columbia

Robert Jackson, Professor of Sociology; B.A. 1971, Michigan; M.A. 1974, Ph.D. 1981, California (Berkeley)


Jennifer Jacquet, Assistant Professor of Environmental Studies; B.A. 2002, Western Washington University; M.S. 2004, Cornell; Ph.D. 2009, University of British Columbia

Dale Jamieson, Professor of Environmental Studies and Philosophy; Affiliated Professor of Law; B.A. 1970, San Francisco State; M.A. 1972, Ph.D. 1976, North Carolina (Chapel Hill)

Christopher Jankowski, Clinical Assistant Professor of Mathematics; B.S. 2004, Notre Dame; Ph.D. 2009, Pennsylvania

Julia Jarcho, Assistant Professor of English and Dramatic Literature; A.B. 2004, Harvard; Ph.D. 2013, California (Berkeley)

Gene Andrew Jarrett, Professor of English; Seryl Kushner Dean of the College of Arts and Science; A.B. 1997, Princeton; A.M. 1999, Ph.D. 2002, Brown

Alex Jassen, Associate Professor of Hebrew and Judaic Studies; B.A. 2001, Washington; Ph.D. 2006, New York

Guillermina Jasso, Silver Professor and Professor of Sociology; B.A. 1962, Our Lady of the Lake College; M.A. 1970, Notre Dame; Ph.D. 1974, Johns Hopkins


Colin Jerolmack, Associate Professor of Sociology and Environmental Studies; B.S. 2000, Drexel; M.A. 2005, Queens College; Ph.D. 2008, CUNY

Alecej Jerschow, Professor of Chemistry; B.S. 1994, Linz (Austria); M.S. 1996, MR Center, Sintef-Unimed (Trondheim, Norway); Ph.D. 1997, Linz (Austria)

Xiaoxiao Jiao, Language Lecturer on Chinese; B.A. 1982, Sichuan Institute of Foreign Language; M.A. 1986, Shanghai Teachers

Trevor Jockins, Senior Language Lecturer on Expository Writing; B.A. 1999, St. Mary's; M.A. 2001, Saskatchewan; M.A. 2005, Massachusetts; Ph.D. 2013, CUNY

Maitland Jones, Jr., Professor of Chemistry; B.S. 1959, M.S. 1960, Ph.D. 1963, Yale

Trace Jordan, Director and Clinical Professor in the Foundations of Scientific Inquiry (FSI); B.Sc., M.Sc. 1985, Essex; M.A. 1988, Toronto; Ph.D. 1994, Princeton


John Jost, Professor of Psychology; B.A. 1989, Duke; M.A. 1990, Cincinnati; M.S. 1992, M.Phil. 1993, Ph.D. 1996, Yale


Bart Kahn, Professor of Chemistry; B.A. 1983, Middlebury College; Ph.D. 1988, Princeton

Rosalie Kamelhar, Senior Language Lecturer on Hebrew and Judaic Studies; B.A. 1973, Queens College; M.A. 1975, Hunter College; Ph.D. 1986, New York

Marion Kaplan, Skirball Professor of Modern Jewish History and Professor of Hebrew and Judaic Studies; B.A. 1967, Rutgers; M.A. 1969, Ph.D. 1977, Columbia

Craig Kapp, Clinical Assistant Professor of Computer Science; B.S. 1999, M.S. 2003, College of New Jersey; M.P.S. 2010, New York

Wynne Kandur, Clinical Assistant Professor of Chemistry; A.B. 2006, Bryn Mawr College; M.S. 2010, Ph.D. 2013, California (Irvine)

Louis Karchin, Professor of Music; B.Mus. 1973, Eastman School of Music; M.A. 1975, Ph.D. 1978, Harvard

Rebecca Karl, Associate Professor of History and East Asian Studies; B.A. 1982, Barnard College; M.A. 1989, New York; Ph.D. 1995, Duke

Pepe Karmel, Associate Professor of Art History; B.A. 1977, Harvard; M.A. 1987, Ph.D. 1993, New York

Marion Katz, Associate Professor of Middle Eastern and Islamic Studies; B.A. 1989, Yale; Ph.D. 1997, Chicago

Richard Kayne, Silver Professor and Professor of Linguistics; B.A. 1964, Columbia; Ph.D. 1969, Massachusetts Institute of Technology

Austin Kelley, Language Lecturer on Expository Writing; B.A. 1995, Columbia; Ph.D. 2005, Duke

Scott Kellogg, Clinical Assistant Professor of Psychology; B.A. 1985, Hunter; M.A. 1988, City College; Ph.D. 1994, CUNY Graduate Center

Daniel Kellum, Senior Language Lecturer on Expository Writing; B.A. 1999, Yale; M.F.A. 2005, New York

Michelle McSwiggan Kelly, Language Lecturer on Expository Writing; B.A., M.A. 2004, Emory College; Ph.D. 2013, Fordham

Philip Kennedy, Associate Professor of Middle Eastern and Islamic Studies; B.A. 1985, Ph.D. 1991, Oxford

Andrew Kent, Professor of Physics; B.S. 1982, Cornell; M.S. 1985, Ph.D. 1988, Stanford

Arang Keshavarzian, Associate Professor of Middle Eastern and Islamic Studies; Ph.D. 2003, Princeton

Aisha Khan, Associate Professor of Anthropology and Latin American and Caribbean Studies; B.A. 1977, M.A. 1982, San Francisco State; Ph.D. 1995, CUNY

Subhash Khot, Silver Professor and Professor of Computer Science; B.Tech. 1999, Indian Institute of Technology (Mumbai); M.A. 2001, Ph.D. 2003, Princeton

Elias Khoury, Global Distinguished Professor of Middle Eastern and Islamic Studies; B.A. 1971, Lebanese University in Beirut (Lebanon); M.A.S. 1972, University of Paris (France)

Roozbeh Kiani, Assistant Professor of Neural Science; M.D. 2002, Shaheed Beheshti University School of Medicine; Ph.D. 2009, Washington

Mary E. Killilea, Clinical Assistant Professor of Biology and Environmental Studies; M.S. 1999, SUNY (Environmental Science and Forestry); Ph.D. 2005, Cornell

Kwang Shin Kim, Associate Professor of Microbiology; B.S. 1959, Seoul National (Korea); M.S. 1963, Ph.D. 1967, Rutgers

Lynne Kiorpes, Collegiate Professor and Professor of Neural Science and Psychology; B.S. 1973, Northeastern; Ph.D. 1982, Washington

Kay L. Kirkpatrick, Assistant Professor/Courant Instructor; B.S. 2002, Montana (Bozeman); Ph.D. 2007, California (Berkeley)

Nikolai Kirov, Clinical Assistant Professor of Biology; M.S. 1979, Kharkov; Ph.D. 1985, Institute of Molecular Biology (Bulgaria)

Kent Kirshenbaum, Associate Professor of Chemistry; B.A. 1994, Reed College; Ph.D. 1999, California (San Francisco)

Janos Kis, Global Distinguished Professor of Philosophy; M.A., Eötvös Loránd (Budapest)

Harry Kitsikopoulos, Clinical Professor of Economics; B.A. 1984, Aristotelian (Greece); Ph.D. 1994, New School

Eric Klann, Professor of Neural Science; Director, Center for Neural Science; B.S. 1984, Gannon; Ph.D. 1989, Medical College of Virginia

Perri Klass, Professor of Journalism; B.A. 1979, Harvard (Radcliffe); M.D. 1986, Harvard Medical School

Matthew Kleban, Associate Professor of Physics; B.A. 1996, Reed College; M.A. 2000, California (Berkeley); Ph.D. 2004, Stanford

Richard Kleeman, Professor of Mathematics; B.S. 1980, Australia National; Ph.D. 1986, Adelaide

Bruce A. Kleiner, Professor of Mathematics; B.A. 1985, Ph.D. 1990, California (Berkeley)

Ilya Kliger, Associate Professor of Russian and Slavic Studies; B.A. 1995, Cornell; M.A. 2000, Ph.D. 2005, Yale

Eric Klinenberg, Professor of Sociology; B.A. 1993, Brown; M.A. 1997, Ph.D. 2000, California (Berkeley)

Eric Knowles, Associate Professor of Psychology; B.A. 1995, Cornell; Ph.D. 2003, California (Berkeley)

Robert V. Kohn, Silver Professor and Professor of Mathematics; B.A. 1974, Harvard; M.S. 1975, Warwick (England); Ph.D. 1979, Princeton

Petter Kolm, Clinical Associate Professor of Mathematics; M.S. (Diplommathematiker) 1994, ETH Zurich; M.Phil. (Tekn. Lic.) 2000, Royal Institute of Technology; Ph.D. 2000, Yale

Yusef Komunyakaa, Professor of English; B.A. 1975, Colorado; M.A. 1978, Colorado State; M.F.A. 1980, California (Irvine)

Evan Korth, Clinical Professor of Computer Science; B.S. 1991, Syracuse; M.S. 2000, New York

Denis Kosygin, Clinical Assistant Professor of Mathematics; Ph.D. 1997, Princeton

Amanda Kotch, Language Lecturer on Expository Writing; B.A. 2007, New York; M.A. 2011, Ph.D. 2015, Rutgers

Yanni Kotsonis, Professor of History and Russian and Slavic Studies; B.A. 1985, Concordia (Montreal); M.A. 1986, London; Ph.D. 1994, Columbia

Carol Krinsky, Professor of Art History; B.A. 1957, Smith College; M.A. 1960, Ph.D. 1965, New York

Brooke Kroeger, Professor of Journalism; B.S. 1971, Boston; M.S. 1972, Columbia

Brice Kuhl, Assistant Professor of Psychology; A.B. 2001, Kenyon College; Ph.D. 2009, Stanford

Beth Kurkjian, Senior Language Lecturer on Expository Writing; B.A. 1996, Skidmore; M.A. 2001, Ph.D. 2015, New York

Edo Kussell, Associate Professor of Biology; B.A. 1997, Ph.D. 2002, Harvard

Thomas Kwok, Clinical Associate Professor of Chemistry; B.S. 1985, SUNY (Stony Brook); M.S. 1989, Ph.D. 1992, New York

Jo Labanyi, Professor of Spanish and Portuguese; B.A. 1967, M.A. 1990, Oxford


Dimitri Landa, Associate Professor of Politics; B.A. 1994, California State; M.A. 1998, Northwestern; Ph.D. 2001, Minnesota

Xander Landfair, Language Lecturer on Expository Writing; B.A. 2007, Florida; M.F.A. 2011, Columbia

Michael Landy, Professor of Psychology; B.S. 1974, Columbia; M.S. 1976, Ph.D. 1981, Michigan

Yvonne Latty, Clinical Associate Professor of Journalism; B.F.A. 1984, M.A. 1990, New York

Michael Laver, Dean for the Social Sciences, Faculty of Arts and Science and Professor of Politics; B.A. 1970, M.A. 1972, Essex; Ph.D. 1981, Liverpool

John Lazarev, Assistant Professor of Economics; B.Sc. 2005, Lomonosov Moscow State University; M.A. 2006, New Economic School (Moscow); Ph.D. 2012, Stanford

Yann LeCun, Silver Professor and Professor of Computer Science; M.Sc. ESIEE 1983, M.Sc. 1984, Ph.D. 1987, Paris

Joseph LeDoux, Henry and Lucy Moses Professor of Neural Science and Psychology; University Professor; B.S. 1971, M.S. 1974, Louisiana State; Ph.D. 1977, SUNY (Stony Brook)

David Levene, Professor of Classics; B.A. 1985, D.Phil. 1989, Oxford


Jacques Lezra, Professor of Comparative Literature and Spanish and Portuguese; B.A. 1984, M.Phil. 1987, Ph.D. 1990, Yale

Jinyang Li, Associate Professor of Computer Science; B.S. 1998, Singapore; M.S. 2001, Ph.D. 2005, Massachusetts Institute of Technology

Xin Li, Language Lecturer on East Asian Studies; B.A. 2010, Henan (PR China); M.A. (TCSOL) 2012, Beijing Foreign Studies University

Sen-Jee Matthew Liao, Clinical Associate Professor of Bioethics; B.A. 1994, Princeton; D.Phil. 2001, Oxford

Shiqi Liao, Senior Language Lecturer on Chinese; B.A. 1986, Institute of International Relations; M.A. 1989, Peking

Marc Lieberman, Clinical Professor of Economics; B.A. 1975, California (Santa Cruz); M.A. 1979, Ph.D. 1982, Princeton

Fang-Hua Lin, Silver Professor and Professor of Mathematics; B.S. 1981, Zhejiang (People's Republic of China); Ph.D. 1985, Minnesota

Susie Linfield, Associate Professor of Journalism; B.A. 1976, Oberlin College; M.A. 1981, New York

Elisa Linsky, Language Lecturer on Expository Writing; B.A. 1980, Wittenberg University; M.S. 1990, Polytechnic Institute of New York

Noelle Mole Liston, Senior Language Lecturer on Expository Writing; B.A. 1999, Tufts; Ph.D. 2007, Rutgers

Alessandro Lizzetti, Professor of Economics; Laurea 1990, Commerciale Luigi Bocconi; Ph.D. 1995, Northwestern

Lars Ljungqvist, Global Distinguished Professor of Economics; Licentiat 1983, Stockholm School of Economics; Ph.D. 1988, Minnesota

Zachary Lockman, Professor of Middle Eastern and Islamic Studies and History; B.A. 1974, Princeton; M.A. 1977, Ph.D. 1983, Harvard

Béatrice Longuenesse, Silver Professor and Professor of Philosophy; Mait. 1972, Ph.D. 1980, Doctorat 1992, Sorbonne

Thomas D. Looser, Associate Professor of East Asian Studies; B.A. 1979, California (Santa Cruz); M.A. 1987, Ph.D. 1999, Chicago

Anabel Lopez-Garcia, Senior Language Lecturer on Spanish; B.A. 1994, Universidad de Puerto Rico; M.A., M.Phil. 2002, Yale

Anne Lounsbery, Associate Professor of Russian and Slavic Studies; B.A. 1986, Brown; M.A. 1995, Ph.D. 1999, Harvard

Robert Lubar, Associate Professor of Art History; B.A. 1979, SUNY (Stony Brook); M.A. 1981, Ph.D. 1988, New York

David Ludden, Professor of History; B.A., M.A. 1972, Ph.D. 1978, Pennsylvania

Sydney Ludvigson, Silver Professor and William R. Berkley Term Professor of Economics and Business; B.A. 1991, California (Los Angeles); M.A. 1994, Ph.D. 1996, Princeton

Steven Lukes, Professor of Sociology; B.A. 1962, D.Phil. 1968, Oxford

Andrew MacFadyen, Associate Professor of Physics; B.A. 1987, Columbia; M.S. 1997, Ph.D. 2000, California (Santa Cruz)

Elizabeth B. Machlan, Senior Language Lecturer on Expository Writing; B.A. 1992, Bowdoin College; M.A. 1996, SUNY (Buffalo); M.A. 2000, Ph.D. 2004, Princeton

Wei Ji Ma, Associate Professor of Neural Science and Psychology; B.Sc. 1996, M.Sc. 1997, Ph.D. 2001, University of Groningen (Netherlands)

Lara K. Mahal, Associate Professor of Chemistry; B.A. 1995, California (Santa Cruz); Ph.D. 2000, California (Berkeley)

Maureen Mahon, Associate Professor of Music; B.S. 1987, Northwestern; M.A. 1993, M.Phil. 1994, Ph.D. 1997, New York

S. Richard Maisel, Associate Professor of Sociology; B.A. 1949, SUNY (Buffalo); Ph.D. 1958, Columbia

Andrew Majda, Professor of Mathematics; B.S. 1970, Purdue; M.A. 1971, Ph.D. 1973, Stanford

Trushant Majmudar, Clinical Assistant Professor of Mathematics; BSc. 1993, Bombay; M.Sc. 1995, Pune; Ph.D. 2006, Duke

Laurence Maloney, Professor of Psychology; B.A. 1973, Yale; M.S. 1982, Ph.D. 1985, Stanford


Margaret Mandziuk, Clinical Associate Professor of Chemistry; M.S. 1978, Warsaw; M.S. 1990, Ph.D. 1994, New York

Bernard Manin, Professor of Politics; M.A. 1974, Paris-I; Ph.D. 1995, Institut d'Etudes Politiques de Paris

Jeff Manza, Professor of Sociology; B.A. 1984, M.A. 1989, Ph.D. 1995, California (Berkeley)

Alec Marantz, Silver Professor and Professor of Linguistics; B.A. 1978, Oberlin; Ph.D. 1981, Massachusetts Institute of Technology
Samuel L. Marateck, Senior Lecturer on Computer Science; B.A. 1961, Columbia; M.A. 1963, Ph.D. 1967, Rutgers

Chiara Marchelli, Senior Language Lecturer on Italian; Maturità 1991, Liceo Linguistico Courmayeur (Italy); M.A. 1997, Ca’Foscari, Venice (Italy); M.A. 2003, Istituto Superiore Interpreti Traduttori, Milan (Italy)

Gary Marcus, Professor of Psychology; B.A. 1989, Hampshire College; Ph.D. 1993, Massachusetts Institute of Technology

David Markus, Language Lecturer on Expository Writing; B.A. 2003, Cornell; M. St. 2007, Oxford; Ph.D. 2016, Chicago

Carlos Martinez-Davis, Senior Language Lecturer on Spanish; B.S. 1986, St. Louis; M.A. 1991, Columbia; M.A. 1995, New York

Denice Martone, Clinical Associate Professor of Expository Writing; B.S. 1978, Southern Connecticut State; M.A. 1984, Ph.D. 1992, New York

Nader Masmoudi, Professor of Mathematics; Mait. 1995, Doctorat 1998, Paris (Dauphine)

Laurent Mathevet, Assistant Professor of Economics; B.S. 2003, Université de Saint-Etienne; M.S. 2005, Ph.D. 2008, California Institute of Technology

Esteban O. Mazzoni, Assistant Professor of Biology; Licenciado 2000, University of Buenos Aires; Ph.D. 2006, New York

James McBrine, Distinguished Writer in Residence in Journalism; B.A. 1979, Oberlin Conservatory of Music; M.A. 1980, Columbia

Matthew S. McClelland, Senior Language Lecturer on Expository Writing; B.A. 1991, Whittier College; Ph.D. 2011, Washington


Sonali McDermid, Assistant Professor of Environmental Studies; B.A. 2006, New York; M.A. 2008, M.Phil. 2011, Ph.D. 2011, Columbia

Paula McDowell, Associate Professor of English; B.A. 1982, British Columbia; Ph.D. 1991, Stanford

Brian McElree, Professor of Psychology; B.Sc. 1982, Toronto; M.A. 1984, Western Ontario; M.Phil. 1989, Ph.D. 1990, Columbia

Elizabeth McHenry, Associate Professor of English; B.A. 1987, Columbia; M.A. 1992, Ph.D. 1993, Stanford

Henry P. McKeen, Jr., Silver Professor and Professor of Mathematics; B.A. 1952, Dartmouth College; Ph.D. 1955, Princeton


David McLaughlin, Silver Professor and Professor of Mathematics; B.S. 1966, Creighton; M.S. 1969, Ph.D. 1971, Indiana

Lawrence M. Mead III, Professor of Politics; B.A. 1966, Amherst College; M.A. 1968, Ph.D. 1973, Harvard

Suketu Mehta, Associate Professor of Journalism; B.A. 1984, New York; M.F.A. 1986, Iowa

Peter Meineck, Clinical Assistant Professor of Classics; B.A. 1969, University College London

Perry Meisel, Professor of English; B.A. 1970, M.Phil. 1973, Ph.D. 1975, Yale

Jordana Mendelson, Associate Professor of Spanish and Portuguese; B.A. 1988, Boston; M.A. 1993, Ph.D. 1999, Yale


Douglas S. Menning, Assistant Professor of Psychology; B.A. 1994, Oberlin College; M.A. 1999, Ph.D. 2001, Temple

Konrad Menzel, Assistant Professor of Economics; Diplom 2004, Mannheim (Germany); Ph.D. 2009, Massachusetts Institute of Technology

Ara H. Merjian, Assistant Professor of Italian; B.A. 1996, Yale; Ph.D. 2006, California (Berkeley)

Sally Merry, Silver Professor and Professor of Anthropology and Law and Society; B.A. 1966, Wellesley College; M.A. 1967, Yale; Ph.D. 1978, Brandeis

Virgiliu Midrigan, Associate Professor of Economics; B.A. 2000, American (Bulgaria); M.A. 2000, Ph.D. 2006, Ohio State


Gabriel Miller, Professor of Chemistry; B.S. 1963, M.S. 1965, Ph.D. 1968, New York

Judith Miller, Professor of French; B.A. 1969, Vassar College; M.A. 1970, Ph.D. 1975, Rochester

Allen Mincer, Collegiate Professor and Professor of Physics; B.S. 1978, Brooklyn College; Ph.D. 1984, Maryland


Bhubaneswar Mishra, Professor of Computer Science; B.S. 1980, Indian Institute of Technology (Kharajpur); M.S. 1982, Ph.D. 1985, Carnegie Mellon

Michelle Mitchell, Associate Professor of History; B.A. 1987, Mount Holyoke College; M.A. 1993, Ph.D. 1998, Northwestern

Aditi Mitra, Associate Professor of Physics; B.Sc. 1993, Presidency College (Calcutta); M.Sc. 1995, Indian Institute of Technology; Ph.D. 2002, Indiana

Phillip T. Mitsis, Alexander S. Onassis Professor of Hellenic Culture and Civilization; B.A. 1974, Williams College; Ph.D. 1982, Cornell

Mehryar Mohri, Professor of Computer Science; B.S. 1987, École Polytechnique; M.S. 1988, Paris; M.S. 1988, École Normale Supérieure; Ph.D. 1993, Paris

Michael Moloney, Global Distinguished Professor of Music and Irish Studies; B.A. 1965, M.A. 1967, University College Dublin; Ph.D. 1992, Pennsylvania

Blagovesta Momchedjakova, Senior Language Lecturer on Expository Writing; B.A. 1996, American (Bulgaria); M.A. 1998, Ph.D. 2006, New York

Haruko Momma, Professor of English; B.A. 1981, M.A. 1983, Hokkaido; M.A. 1986, Toronto
Andrew Monson, Associate Professor of Classics; B.A. 2000, Pennsylvania; M.Phil. 2003, University College London; Ph.D. 2008, Stanford

José Luis Montiel Olea, Assistant Professor of Economics; B.A. 2006, M.A. 2008, ITAM (Mexico); Ph.D. 2013, Harvard

Maria Montoya, Associate Professor of History; B.A. 1986, M.A. 1991, Ph.D. 1993, Yale

John Moran, Clinical Associate Professor of French; B.A. 1988, Tulane; M.S. 1990, Georgetown; Ph.D. 2002, Tulane

Jennifer Morgan, Professor of Social and Cultural Analysis and History; B.A. 1986, Oberlin College; Ph.D. 1995, Duke

William Morgan, Clinical Associate Professor of Expository Writing; B.A. 1989, Colby College; M.A. 1992, New Hampshire; Ph.D. 2000, Brandeis

Ann Morning, Associate Professor of Sociology; B.A. 1990, Yale; M.A. 1992, Columbia; M.A. 2004, Ph.D. 2004, Princeton

Rebecca Morton, Professor of Politics; B.S. 1976, M.P.A. 1977, Louisiana State; Ph.D. 1984, Tulane

Jessica Moss, Professor of Philosophy; B.A. 1995, Yale; Ph.D. 2004, Princeton

J. Anthony Movshon, Silver Professor and Professor of Neural Science and Psychology; University Professor; B.A. 1972, M.A. 1976, Ph.D. 1975, Cambridge

Gregory L. Murphy, Professor of Psychology; B.A. 1978, M.A. 1978, Johns Hopkins; Ph.D. 1982, Stanford

Fred Myers, Silver Professor and Professor of Anthropology; B.A. 1970, Amherst College; M.A. 1972, Ph.D. 1976, Bryn Mawr College

Eunju Na, Senior Language Lecturer on Korean; B.A. 1992, Seoul National University of Education; M.A. 2006, Ohio State

M. Ishaq Nadiri, Jay Gould Professor of Economics; B.S. 1958, Nebraska; M.A. 1961, Ph.D. 1965, California (Berkeley)

Jonathan Nagler, Associate Professor of Politics; B.A. 1982, Harvard; M.S. 1985, Ph.D. 1989, California Institute of Technology

Assaf Naor, Professor of Mathematics; B.S. 1996, M.S. 1998, Ph.D. 2002, Hebrew University

Tahira Naqvi, Senior Language Lecturer on Middle Eastern and Islamic Studies; B.A. 1965, Lahore College for Women; M.A. 1969, Punjab; M.S. 1983, Western Connecticut State

Andrew Needham, Assistant Professor of History; B.A. 1993, Northwestern; M.A. 1997, San Francisco State; Ph.D. 2006, Michigan

Judith Némethy, Clinical Professor of Spanish; B.A. 1976, Rutgers; M.L.S. 1982, Syracuse; Ph.D. 1999, Szeged (Hungary)

Peter Nemethy, Professor of Physics; B.A. 1962, Ph.D. 1968, Columbia

Pamela Newkirk, Professor of Journalism; B.A. 1983, New York

Charles M. Newman, Silver Professor and Professor of Mathematics; B.S. 1966, Massachusetts Institute of Technology; M.A. 1968, Ph.D. 1971, Princeton

Hoai-Minh Nguyen, Assistant Professor/Courant Instructor; B.S. 2003, École Polytechnique; M.S. 2004, Ph.D. 2007, Paris VI


Kit (Christopher) Nicholls, Senior Language Lecturer on Expository Writing; B.A. 2001, Michigan; M.A. 2006, Ph.D. 2010, New York


Eugène Nicole, Professor of French; Lic. és Let. 1963, D.E.S. 1964, Diplôme 1964, Paris; Ph.D. 1975, New York

Kayo Nonaka, Language Lecturer on Japanese; B.A. 1994, Nanzan (Japan); M.Ed. 1989, Massachusetts (Amherst)

Michael Norman, Associate Professor of Journalism; B.A. 1972, Rutgers

Lucien Nouris, Assistant Professor of French; Ph.D. 2006, Princeton

Yaw Nyarko, Professor of Economics; B.A. 1982, Ghana; M.A. 1985, Ph.D. 1986, Cornell

Pádraig O’Ceartúil, Senior Language Lecturer on Irish Studies; B.A. 1978, University College of Galway; H.Dip.Ed. 1979, Trinity College (Dublin)

Gerard O’Donoghue, Language Lecturer on Expository Writing; B.A. 2003, Trinity (Dublin); M.St. 2005, D.Phil. 2010, Oxford

Sana Odeh, Clinical Professor of Computer Science; B.S. 1986, Brooklyn College; M.A. 1998, New York

Gabriele Oettingen, Professor of Psychology; M.A. 1982, Doc. rer. nat. 1986, Ludwig-Maximilians-Universität

Yoel O’Hagon, Clinical Assistant Professor of Chemistry; B.S. 2000, M.Phil. 2008, Ph.D. 2010, New York

Efe Ok, Professor of Economics; B.S. 1990, B.A. 1990, Turkey; M.A. 1993, Ph.D. 1995, Cornell

Sharon Olds, Erich Maria Remarque Professor of Creative Writing; B.A. 1964, Stanford; Ph.D. 1972, Columbia

Jaime Oliver La Rosa, Assistant Professor of Music; M.A. 2009, Ph.D. 2011, California (San Diego)


Lorelei Ormrod, Senior Language Lecturer on Expository Writing; B.A. 1995, Simon Fraser; M.Phil. 1998, Ph.D. 2007, St. Johns College

Richard Orr, Clinical Assistant Professor of Chemistry; B.A. 1988, West Virginia University; M.S. 1999, Florida Agricultural and Mechanical

Guy Ortolano, Associate Professor of History; B.A. 1997, Georgia; M.A. 1999, Ph.D. 2005, Northwestern

Colm P. O’Shea, Senior Language Lecturer on Expository Writing; B.A. 1999, University College Cork; Ph.D. 2005, Trinity College (Dublin); Ph.D. 2006, M.St. 2009, Oxford

David Oshinsky, Professor of History; Director of the Division of Medical Humanities, NYU Langone; B.S. 1965, M.S. 1967, Cornell; Ph.D. 1971, Brandeis
Oyola Osvaldo, Language Lecturer on Expository Writing; B.A. 2009, SUNY (New Paltz); M.A. 2009, Brooklyn College; Ph.D. 2014, Binghamton

Michael L. Overton, Silver Professor and Professor of Computer Science; B.S. 1974, British Columbia; M.S. 1977, Ph.D. 1979, Stanford


Asli Peker, Clinical Associate Professor of Politics; B.A. 1997, Middle East Technical (Turkey); M.A. 1998, Bilkent (Turkey); Ph.D. 2007, New York

Ph.D. 2007, New York (Turkey); M.A. 1998, Bilkent (Turkey); B.A. 1997, Middle East Technical (Turkey); M.A. 1998, Bilkent (Turkey); Ph.D. 2007, New York

Marta Peixoto, Associate Professor of Spanish and Portuguese; B.A. 1978, McMaster; M.A. 1979, Queen’s (Ontario); Ph.D. 1983, Princeton

Olivier M. Pauluis, Associate Professor of Mathematics and Atmosphere/Ocean Science; B.S. 1995, Université Catholique de Louvain; Ph.D. 2000, Maryland (College Park)


Olivier M. Pauluis, Associate Professor of Mathematics and Atmosphere/Ocean Science; B.S. 1995, Université Catholique de Louvain; Ph.D. 2000, Maryland (College Park)

Michael Pavel, Associate Professor of Psychology; B.S.E.E. 1970, Polytechnic Institute of Brooklyn; M.S. 1971, Stanford; Ph.D. 1980, New York

Michael Peachin, Professor of Classics; B.A. 1976, Indiana; M.A. 1979, Ph.D. 1981, Princeton

David Pearce, Professor of Economics; B.A. 1978, McMaster; M.A. 1979, Queen’s (Ontario); Ph.D. 1983, Princeton

Marta Peixoto, Associate Professor of Spanish and Portuguese; B.A. 1970, M.A. 1970, Brown; Ph.D. 1977, Princeton

Asli Peker, Clinical Associate Professor of Politics; B.A. 1997, Middle East Technical (Turkey); M.A. 1998, Bilkent (Turkey); Ph.D. 2007, New York

Michael Peachin, Professor of Classics; B.A. 1976, Indiana; M.A. 1979, Ph.D. 1981, Princeton

David Pearce, Professor of Economics; B.A. 1978, McMaster; M.A. 1979, Queen’s (Ontario); Ph.D. 1983, Princeton

Marta Peixoto, Associate Professor of Spanish and Portuguese; B.A. 1970, M.A. 1970, Brown; Ph.D. 1977, Princeton

Asli Peker, Clinical Associate Professor of Politics; B.A. 1997, Middle East Technical (Turkey); M.A. 1998, Bilkent (Turkey); Ph.D. 2007, New York


Denis Pelli, Professor of Psychology; B.A. 1975, Harvard; Ph.D. 1981, Cambridge

Adam L. Penenberg, Associate Professor of Journalism; B.A. 1986, Reed

Jerome K. Percus, Professor of Physics and Mathematics; B.S. 1947, M.A. 1948, Ph.D. 1954, Columbia

Michael Jose Boardman Pereira, Clinical Assistant Professor of Economics; B.S. 1999, Ph.D. 2009, Michigan

Kenneth Perlin, Professor of Computer Science; B.A. 1979, Harvard; M.S. 1984, Ph.D. 1986, New York

Bijan Pesaran, Associate Professor of Neural Science; B.A. 1995, Cambridge; Ph.D. 2001, California Institute of Technology

Martin Pesendorfer, Associate Professor of Economics; Ph.D. 1995, Northwestern

Charles Peskin, Silver Professor and Professor of Mathematics; B.A. 1968, Harvard; Ph.D. 1972, Yeshiva

Ryan Pevnick, Associate Professor of Politics; B.A. 2003, George Washington; Ph.D. 2008, Virginia

Elizabeth Phelps, Silver Professor and Professor of Psychology and Neural Science; B.A. 1984, Ohio Wesleyan; M.A. 1986, Ph.D. 1989, Princeton

Fabio Piano, Professor of Biology; Provost, NYU Abu Dhabi; B.A. 1988, M.S. 1991, M.Phil. 1993, Ph.D. 1995, New York; Laurea 1995, Florence (Italy)


David Pine, Silver Professor and Professor of Physics; B.S. 1975, Wheaton College; M.S. 1979, Ph.D. 1982, Cornell

David Poeppe!, Professor of Psychology; B.S. 1990, Ph.D. 1995, Massachusetts Institute of Technology

Mary Poovey, Samuel Rudin University Professor in the Humanities and Professor of English; B.A. 1972, Oberlin College; M.A. 1973, Ph.D. 1976, Virginia

Massimo Porfiri, Professor of Physics; Ph.D. 1984, Pisa (Italy)

Sonya Posmentier, Assistant Professor of English; B.A. 1997, Yale; M.F.A. 1999, Oregon; Ph.D. 2012, Princeton

Jonas Prager, Associate Professor of Economics; B.A. 1959, Yeshiva; Ph.D. 1964, Columbia


James Pryor, Professor of Philosophy; B.A. 1991, Cornell; Ph.D. 1997, Princeton

Adam Przeworski, Professor of Politics; M.A. 1961, Warsaw; Ph.D. 1966, Ph.D. 1967, Polish Academy of Sciences

Michael Purugganan, Silver Professor and Dorothy Schiff Professor of Genomics; Professor of Biology; Dean for Science, Faculty of Arts and Science; B.S. 1985, Philippines; M.A. 1986, Columbia; Ph.D. 1993, Georgia

Liina Pylkkänen, Associate Professor of Linguistics and Psychology; M.A. 1997, Pittsburgh; Ph.D. 2002, Massachusetts Institute of Technology

Pablo Querubín, Assistant Professor of Politics and Economics; B.A. 2001, M.A. 2002, Universidad de los Andes; Ph.D. 2010, Massachusetts Institute of Technology

Mary Quigley, Clinical Associate Professor of Journalism; B.A. 1971, Fordham; M.A. 1979, New York

Jenni Quilter, Clinical Assistant Professor of Expository Writing; B.A. 1998, Auckland; M.A. 2003, Ph.D. 2005, Oxford

Itamar Rabinovich, Global Distinguished Professor of Hebrew and Judaic Studies; B.A. 1964, Hebrew; M.A. 1968, Tel Aviv; Ph.D. 1971, California (Los Angeles)

Anne Rademacher, Associate Professor of Anthropology and Environmental Studies; B.A. 1992, Carleton; M.E.S. 1998, Ph.D. 2005, Yale

Michael Ralph, Assistant Professor of Africana Studies, American Studies, and Social and Cultural Analysis; B.A. 2000, Morris Brown College; M.A. 2002, Ph.D. 2007, Chicago

Shinasi Rama, Clinical Professor of Politics; M.A. 1996, South Carolina; M.Phil. 2001, Ph.D. 2004, Columbia

Michael Rampino, Professor of Biology; B.A. 1968, Hunter College; Ph.D. 1978, Columbia

James B. Ramsey, Professor of Economics; B.A. 1963, British Columbia; M.A. 1964, Ph.D. 1968, Wisconsin

Adi Rangan, Assistant Professor of Mathematics; B.A. 1999, Dartmouth; Ph.D. 2003, California (Berkeley)

Rayna Rapp, Professor of Anthropology; B.S. 1968, M.A. 1969, Ph.D. 1973, Michigan

Theodore Rappaport, Professor of Computer Science; B.S. 1982, M.S. 1984, Ph.D. 1987, Purdue

Debraj Ray, Silver Professor and Professor of Economics; B.A. 1977, Calcutta; M.A. 1981, Ph.D. 1983, Cornell

Oded Regev, Professor of Computer Science; B.S. 1995, M.S. 1997, Ph.D. 2001, Tel Aviv

Dara Regaignon, Associate Professor of English; Director for Expository Writing; B.A. 1993, Amherst College; M.A. 1996, Ph.D. 2000, Brandeis

Bob Rehder, Associate Professor of Psychology; B.S. 1978, Washington (St. Louis); M.S. 1990, Stanford; M.A. 1995, Ph.D. 1998, Colorado (Boulder)

Carol Reiss, Professor of Biology; B.A. 1972, Bryn Mawr College; M.S. 1973, Sarah Lawrence College; Ph.D. 1978, CUNY

Jacqueline Reitzes, Language Lecturer on Expository Writing; B.A. 2003, Michigan; M.F.A. 2007, Cornell

Vincent Renzi, Director and Clinical Professor in the Foundations of Contemporary Culture (FCC); Clinical Professor of Classics; B.A. 1985, Yale; M.A. 1988, New York; M.A. 1990, M.Phil. 1991, Ph.D. 1997, Columbia

Jacques Revel, Global Distinguished Professor of History; Ph.D. 1968, Sorbonne

Alexander Reyes, Professor of Neural Science and Biology; B.A. 1984, Chicago; Ph.D. 1990, Washington

Marjorie Rhodes, Associate Professor of Psychology; B.S. 2003, Ph.D. 2009, Michigan

Louise Rice, Associate Professor of Art History; B.A. 1980, Harvard; M.A. 1982, M.Phil. 1983, Ph.D. 1992, Columbia

John Richardson, Professor of Philosophy, Bioethics; B.A. 1972, Harvard; B.A. 1974, Oxford; Ph.D. 1981, California (Berkeley)

Robert W. Richardson, Professor of Physics; B.S.E. 1958, M.A. 1958, Ph.D. 1963, Michigan

Ray Ricketts, Senior Language Lecturer on Expository Writing; B.A. 1996, Pittsburgh; M.A. 2000, Ph.D. 2006, Rutgers

John Rinzel, Professor of Neural Science and Mathematics; B.S. 1967, Florida; M.S. 1968, Ph.D. 1973, New York

Jon Ritter, Clinical Assistant Professor of Art History; B.A. 1988, Yale; M.A. 1999, New York

Mario J. Rizzo, Associate Professor of Economics; B.A. 1970, Fordham; M.A. 1973, Ph.D. 1977, Chicago

Dylon Robbins, Assistant Professor of Spanish and Portuguese and Latin American and Caribbean Studies; B.A. 2000, Texas (Austin); M.A. 2003, Rice; Ph.D. 2010, Princeton

Moss Roberts, Professor of East Asian Studies; B.A. 1958, M.A. 1960, Ph.D. 1966, Columbia

Julia E. Robinson, Professor of Art History; B.A. 1991, Sydney; M.Phil. 2003, Ph.D. 2008, Princeton

Catherine Robson, Professor of English; B.A. 1983, Oxford; M.A. 1986, Ph.D. 1995, California (Berkeley)

Marcia Rock, Associate Professor of Journalism; B.A. 1971, Wisconsin; M.S. 1976, Brooklyn College; Ph.D. 1981, New York

Matthew Rockman, Assistant Professor of Biology; B.S. 1997, Yale; Ph.D. 2004, Duke

Katherine Roiphe, Associate Professor of Journalism; B.A. 1990, Harvard; Ph.D. 1995, Princeton

Avital Ronell, Professor of German, Comparative Literature, and English; University Professor; B.A. 1974, Middlebury College; Ph.D. 1979, Princeton

Maura Roosevelt, Language Lecturer on Expository Writing; A.B. 2007, Harvard; M.Phil. 2010, Trinity College (Dublin); M.F.A. 2012, New York

Jay Rosen, Associate Professor of Journalism; B.A. 1979, SUNY (Buffalo); M.A. 1981, Ph.D. 1986, New York

Bryan P. Rosendorff, Professor of Politics; B.Sc. 1985, B.A. 1986, Witwatersrand; M.A., M.Phil., 1989, Ph.D. 1993, Columbia

Howard Rosenthal, Professor of Politics; B.S. 1960, Ph.D. 1964, Massachusetts Institute of Technology

Andrew Ross, Professor of Social and Cultural Analysis; M.A. 1978, Aberdeen (Scotland); Ph.D. 1984, Kent (England)

Kristin Ross, Professor of Comparative Literature; B.A. 1975, California (Santa Cruz); M.A. 1977, Ph.D. 1981, Yale

Ann Roth, Clinical Associate Professor of Hebrew and Judaic Studies; B.A. 1975, Ph.D. 1985, Chicago

Everett Rowson, Associate Professor of Middle Eastern and Islamic Studies; B.A. 1968, Princeton; M.Phil. 1982, Ph.D. 1982, Yale

Deirdre Royster, Associate Professor of Sociology; B.S. 1987, Virginia Tech; M.A. 1991, Ph.D. 1996, Johns Hopkins

Arturas Rozenas, Assistant Professor of Politics; B.A. 2001, Vilnius University; M.S. 2010, Ph.D. 2012, Duke
Jeffrey Rubenstein, Professor of Hebrew and Judaic Studies; B.A. 1985, Oberlin College; M.A. 1987, Jewish Theological Seminary; Ph.D. 1992, Columbia

Ariel Rubinstein, Professor of Economics; B.Sc. 1974, M.A. 1975, M.Sc. 1976, Ph.D. 1979, Hebrew

Barry Rugg, Associate Professor of Chemistry; B.S. 1965, M.S. 1967, Ph.D. 1972, New York

Christine A. Rushlow, Professor of Biology; B.A. 1977, Ph.D. 1983, Connecticut

Martha Dana Rust, Associate Professor of English; B.A. 1976, B.S. 1983, Washington; M.A. 1994, California Polytechnic (San Luis Obispo); Ph.D. 2000, California (Berkeley)

Dubravko Sabo, Clinical Associate Professor of Chemistry; B.S. 1991, Zagreb (Croatia); Ph.D. 1998, New York

Stefano Sacanna, Assistant Professor of Chemistry; M.Sc. 2003, University of Bologna Italy; Ph.D. 2007, Utrecht University

Naomi Sager, Research Professor, Courant Institute of Mathematical Sciences; B.S.E.E. 1953, Columbia; M.A. 1954, Ph.D. 1967, Pennsylvania

Josie Saldana, Professor of Social and Cultural Analysis and Latin American and Caribbean Studies; B.A. 1983, Yale; Ph.D. 1993, Stanford

Jeffrey Sammons, Professor of History; B.A. 1971, Rutgers; M.A. 1974, Tufts; Ph.D. 1982, North Carolina (Chapel Hill)

David Samuels, Associate Professor of Music; B.A. 1979, Wesleyan; M.A. 1984, New York; M.A. 1992, Ph.D. 1998, Texas (Austin)

Jason Samuels, Associate Professor of Journalism; B.A. 1992, Tufts; M.A. 1995, California (Berkeley)

Mark Sanders, Professor of Comparative Literature; B.A. 1990, Cape Town (South Africa); M.A. 1992, M.Phil. 1994, Ph.D. 1998, Columbia


Dan Sanes, Professor of Neural Science and Biology; B.S. 1978, Massachusetts; M.S. 1981, Ph.D. 1984, Princeton

Matthew S. Santirocco, Professor of Classics; Angelo J. Ranieri Director of Ancient Studies; B.A. 1971, M.Phil. 1976, Columbia; M.A. 1977, Cambridge; Ph.D. 1979, Columbia

Dean Itsui Saranillion, Assistant Professor of Social and Cultural Analysis; B.A. 2001, Hawai'i (Mānoa); M.A. 2003, California (Los Angeles); Ph.D. 2009, Michigan

Thomas Sargent, Professor of Economics; B.A. 1964, California (Berkeley); Ph.D. 1968, Harvard

Peter Sarnak, Professor of Mathematics; B.S. 1974, Witwatersrand; Ph.D. 1980, Stanford

Andrew Sartori, Professor of History; B.A. 1991, M.A. 1993, Melbourne; Ph.D. 2003, Chicago

Shanker Satyanath, Associate Professor of Politics; B.A. 1978, Delhi; M.B.A. 1983, Northwestern; M.A. 1996, M.Phil. 1998, Ph.D. 2000, Columbia

Roberto Scarcella Perino, Language Lecturer on Italian; M.A. 1997, Bologna (Italy); Diploma 1998, G. B. Martini Conservatory (Italy)

Samuel Scheffler, Professor of Philosophy and Law; University Professor; B.A. 1973, Harvard; Ph.D. 1977, Princeton

Bambi Schieffelin, Silver Professor and Professor of Sociology; B.S. 1962, Pennsylvania; D.Phil. 1970, Oxford


Philippe Schlenker, Global Distinguished Professor of Linguistics; M.A. 1993, Sorbonne; Ph.D. 1999, Massachusetts Institute of Technology; Ph.D. 2002, École des Hautes Études en Sciences Sociales

Tamar Schlick, Professor of Chemistry, Mathematics, and Computer Science; B.S. 1982, Wayne State; M.S. 1984, Ph.D. 1987, New York

Christopher P. Schlottmann, Clinical Associate Professor of Environmental Studies; B.A. 2002, Haverford College; Ed.M. 2003, Harvard; Ph.D. 2009, New York


Katie Schneider, Clinical Assistant Professor of Biology; B.S. 2002, M.S. 2003, American University; Ph.D. 2009, Maryland (College Park)

Andrew Schotter, Professor of Economics; B.S. 1969, Cornell; M.A. 1971, Ph.D. 1973, New York

J. Brian Schwartz, Senior Language Lecturer on Expository Writing; B.A. 1995, Brandeis; M.F.A. 1998, California

Melissa Schwartzberg, Silver Professor and Associate Professor of Politics; A.B. 1996, Washington (St. Louis); Ph.D. 2002, New York

David Seccichitano, Professor of Biology; Dean for Science, NYU Abu Dhabi; B.A. 1981, Susquehanna; Ph.D. 1986, Pennsylvania State

Roman Scoccimarro, Associate Professor of Physics; B.S. 1991, Buenos Aires; Ph.D. 1996, Chicago

Tina Sebastiani, Senior Language Lecturer on Italian; Laurea 1998, Siena (Italy); M.A. 2002, Università per Stranieri di Siena

Nadrian Seeman, Margaret and Herman Sokol Professor of Chemistry; B.S. 1966, Chicago; Ph.D. 1970, Pittsburgh

Eduardo Segura, Language Lecturer on Spanish; B.A. 1990, Sevilla; M.A. 1997, SUNY (Stony Brook); M.A. 2006, New Mexico

Edward Seidman, Professor of Psychology; B.S. 1963, Pennsylvania State; M.A. 1965, Temple; Ph.D. 1969, Kentucky

Charles Seife, Professor of Journalism; B.A. 1993, Princeton; M.S. 1995, Yale; M.S. 1996, Columbia

Malcolm Semple, Professor of Neural Science and Psychology; B.Sc. 1976, M.Sc. 1977, Ph.D. 1981, Monash
Wenteng Shao, Language Lecturer on East Asian Studies; B.A. 2002, Nankai (P.R. China); M.A. 2005, Tsinghua (P.R. China); M.A. 2012, Cornell

Robert M. Shapley, Natalie Clew Clews Spencer Professor of the Sciences and Professor of Neural Science, Psychology, and Biology; B.A. 1965, Harvard; Ph.D. 1970, Rockefeller

Patrick Sharkey, Professor of Sociology; B.A. 2000, Brown; Ph.D. 2007, Harvard

Dennis Shasha, Silver Professor and Professor of Computer Science; B.S. 1982, Wisconsin (Eau Claire); M.S. 1980, Syracuse; Ph.D. 1984, Harvard

Jalal M. I. Shatah, Professor of Mathematics; B.S. 1979, Texas (Austin); Ph.D. 1983, Brown

Lytle Shaw, Associate Professor of English; B.A. 1991, Cornell; Ph.D. 2000, California (Berkeley)

Tamsin Shaw, Associate Professor of European and Mediterranean Studies and Philosophy; Ph.D. 2001, Cambridge


Michael Shelley, Professor of Mathematics; B.A. 1981, Colorado; M.S. 1984, Ph.D. 1985, Arizona

Normandy Sherwood, Language Lecturer on Expository Writing; B.A. 2003, New York; M.F.A. 2013, Brooklyn College

Karen Shimakawa, Associate Professor of Performance Studies (Tisch) and Asian/Pacific/American Studies; B.A. 1986, California (Berkeley); J.D. 1989, California (Hastings); M.A. 1991, Virginia; Ph.D. 1995, Washington

Clay Shirky, Associate Professor of Journalism; Vice Provost for Educational Technologies; B.A. 1986, Yale

Ella Shohat, Professor of Art and Public Policy and Middle Eastern and Islamic Studies; B.A. 1981, Bar Ilan (Israel); M.A. 1982, Ph.D. 1986, New York

Victor Shoup, Professor of Computer Science; B.S. 1983, Wisconsin (Eau Claire); M.S. 1985, Ph.D. 1989, Wisconsin (Madison)


Patrick Shroul, Professor of Psychology; B.A. 1972, St. Louis; Ph.D. 1976, Chicago


David Sider, Professor of Classics; B.A. 1961, CUNY; M.A. 1963, Columbia

Richard Sieburth, Professor of French and Comparative Literature; B.A. 1970, Chicago; Ph.D. 1976, Harvard

Mark Siegel, Assistant Professor of Biology; Sc.B. 1993, Brown; Ph.D. 1998, Harvard

Alan Siegel, Associate Professor of Computer Science; B.S. 1968, Ph.D. 1983, Stanford; M.S. 1975, New York

Elke Siegel, Assistant Professor of German; M.A. 1999, Hamburg; Ph.D. 2003, Johns Hopkins

Noel Sikorski, Senior Language Lecturer on Expository Writing; B.A. 1999, CUNY (Queens College); M.F.A. 2001, New York

Kenneth E. Silver, Professor of Art History; B.A. 1973, New York; M.A. 1975, Ph.D. 1981, Yale

Eero Simoncelli, Silver Professor and Professor of Neural Science; B.A. 1984, Harvard; M.S. 1988, Ph.D. 1993, Massachusetts Institute of Technology


Clifford Siskin, Henry W. and Albert A. Berg Professor of English and American Literature; B.A. 1972, Stanford; M.A. 1975, Ph.D. 1978, Virginia

Tycho sleator, Associate Professor of Physics; B.S. 1979, Illinois (Urban-Champaign); M.A. 1982, Ph.D. 1986, California (Berkeley)

Stephen J. Small, Professor of Biology; B.A. 1973, Thomas More College; Ph.D. 1988, Cincinnati

Alastair Smith, Professor of Politics; B.A. 1990, Oxford; Ph.D. 1995, Rochester

Duncan Smith, Assistant Professor of Biology; B.A. 2004, Cambridge; Ph.D. 2009, Rockefeller

Kathryn A. Smith, Associate Professor of Art History; B.A. 1982, Yale; M.A. 1989, Ph.D. 1996, New York

Roland R. R. Smith, Associate Professor of Art History; B.A. 1977, M.Phil. 1979, D.Phil. 1983, Oxford

Shafer Smith, Associate Professor of Mathematics; B.S. 1992, Indiana; Ph.D. 1999, California (Santa Cruz)

Zadie Smith, Professor of Creative Writing; B.A. 1997, King’s College (Cambridge)


Alan Sokal, Professor of Physics; B.A., M.A. 1976, Harvard; Ph.D. 1981, Princeton

Stephen Solomon, Marjorie Deane Professor of Financial Journalism; B.A. 1971, Pennsylvania State; J.D. 1975, Georgetown


Leah Souffrant, Language Lecturer on Expository Writing; A.B. 1997, Vassar College; M.F.A. 2003, Bennington College; Ph.D. 2014, CUNY

Joel Spencer, Silver Professor and Professor of Computer Science and Mathematics; B.S. 1965, Massachusetts Institute of Technology

Patricia Spyer, Global Distinguished Professor of Anthropology; Ph.D. 1970, Harvard

Christopher Stahl, Senior Language Lecturer on Expository Writing; B.A. 1992, Dartmouth College; M.A. 1998, New York

David Stasavage, Silver Professor and Professor of Politics; B.A. 1989, Cornell; Ph.D. 1995, Harvard
Daniel Stein, Professor of Physics; Sc.B. 1975, Brown; M.S. 1977, Ph.D. 1979, Princeton

Madeleine Stein, Language Lecturer on Expository Writing; B.A. 1985, M.F.A. 1991, Johns Hopkins

Mitchell Stephens, Professor of Journalism; B.A. 1971, Haverford College; M.J. 1973, California (Los Angeles)

Elizabeth Stepp, Clinical Assistant Professor of Mathematics; B.S. 1992, Vanderbilt; Ph.D. 2005, Kentucky

Carol Sternhell, Associate Professor of Journalism; B.A. 1971, Radcliffe College; M.A. 1975, Ph.D. 1981, Stanford


Emily Stone, Language Lecturer on Expository Writing; B.A. 2000, New York; M.F.A. 2010, Pittsburgh

Jane Stone, Professor of Journalism; B.A. 1981, SUNY (Binghamton)

Karl Storchmann, Clinical Professor of Economics; M.A. 1990, Ph.D. 1998, Bochum (Germany)

Noelle Stout, Assistant Professor of Anthropology; B.A. 1998, M.A. 1999, Stanford; Ph.D. 2008, Harvard

Jorg Stoye, Assistant Professor of Economics; Diplom-Vol 1999, Cologne; M.Sc. 2000, London School of Economics; M.A. 2001, Ph.D. 2005, Northwestern

Sharon Street, Associate Professor of Philosophy; B.A. 1995, Amherst College; Ph.D. 2002, Harvard


Henry Stroke, Professor of Physics; B.S. 1949, Newark; M.S. 1952, Ph.D. 1954, Massachusetts Institute of Technology

Eduardo Subirats, Professor of Spanish and Portuguese; M.A. 1978, Ph.D. 1981, Barcelona

Lakshminarayan Subramanian, Associate Professor of Computer Science; B. Tech. 1999, Indian Institute of Technology; M.S. 2002, Ph.D. 2005, California (Berkeley)


Ioana Suzvainea, Assistant Professor/Courant Instructor; B.S. 1999, Bucharest; Ph.D. 2006, SUNY (Stony Brook)

Wendy Suzuki, Professor of Neural Science; B.A. 1987, California (Berkeley); Ph.D. 1993, California (San Diego)

Anna Szabolcsi, Professor of Linguistics; B.A. 1976, M.A. 1978, Eötvös Loránd (Hungary); Ph.D. 1987, Hungarian Academy of Sciences

Esteban Tabak, Professor of Mathematics; Ph.D. 1992, Massachusetts Institute of Technology

Ignatius Tan, Clinical Associate Professor of Biology; B.A. 1981, St. Thomas; M.S. 1986, Polytechnic Institute; Ph.D. 1997, Fordham

Diana Taylor, Professor of Performance Studies (Tisch) and Spanish and Portuguese; University Professor; B.A. 1971, University of the Americas (Mexico); Certificat d’Etudes Supérieures 1972, Aix-Marseille (France); M.A. Universidad Nacional Autónoma de México; Ph.D. 1981, Washington

John Kuo Wei Tchen, Associate Professor of Social and Cultural Analysis and History; B.A. 1973, Wisconsin (Madison); M.A. 1987, Ph.D. 1992, New York

Demetri Terzopoulos, Lucy and Henry Moses Professor of Science; Professor of Computer Science and Mathematics; B.E. 1978, M.E. 1980, McGill (Montreal); Ph.D. 1984, Massachusetts Institute of Technology

Helen Liana Theodoratou, Clinical Professor of Hellenic Studies; Director, Program in Hellenic Studies; B.A. 1982, Athens; M.S. 1985, Ph.D. 1992, Pittsburgh

Kevin Edward Thom, Assistant Professor of Economics; B.S. 2003, Marquette; Ph.D. 2008, Johns Hopkins

Sinclair Thomson, Associate Professor of History; B.A. 1983, California (Berkeley); M.A. 1987, Ph.D. 1996, Wisconsin (Madison)

Laura Torres-Rodriguez, Assistant Professor of Spanish and Portuguese; B.A. 2006, Puerto Rico; M.A. 2008, Ph.D. 2012, Pennsylvania

Zeb Tortorici, Assistant Professor of Spanish and Portuguese; B.A. 2000, M.A. 2004, Ph.D. 2010, California (Los Angeles)

Petra Tosovska, Clinical Assistant Professor of Chemistry; B.S. 2004, M.S. 2007, Ph.D. 2013, New York

Daniel Tranchina, Professor of Biology and Mathematics; B.A. 1975, SUNY (Binghamton); Ph.D. 1981, Rockefeller

Yaacov Trope, Professor of Psychology; B.A. 1970, Tel Aviv; M.A. 1972, Ph.D. 1974, Michigan

Esther Truszm, Senior Language Lecturer on Spanish; B.A. 1995, Brooklyn College; M.A. 2003, Brown

Yuri Tschinkel, Professor of Mathematics; M.A. 1990, Moscow State; Ph.D. 1992, Massachusetts Institute of Technology

Kiryl Tsischanka, Clinical Assistant Professor, Courant Institute of Mathematical Sciences; M.S. 1992, Belarusian; Ph.D. 1998, National Academy of Sciences of Belarus

Thuy Linh Tu, Associate Professor of Social and Cultural Analysis; B.A. 1994, Bates; M.A., Ph.D. 2003, New York


Mark Tuckerman, Professor of Chemistry; B.A. 1986, California (Berkeley); M.Phil. 1988, Ph.D. 1993, Columbia

Daniel Turner, Assistant Professor of Chemistry; B.A. 2004, Concordia College; Ph.D. 2010, Massachusetts Institute of Technology

Mark W. Tygert, Assistant Professor of Mathematics; B.A. 2001, Princeton; Ph.D. 2004, Yale

Michael Tyrell, Senior Language Lecturer on Expository Writing; B.A. 1996, New York; M.F.A. 1999, Iowa

James S. Uelman, Professor of Psychology; B.A. 1961, Michigan; Ph.D. 1966, Harvard

Friedrich Ulfers, Associate Professor of German; B.B.A. 1959, City College; M.A. 1961, Ph.D. 1968, New York

Peter K. Unger, Professor of Philosophy, Bioethics; B.A. 1962, Swarthmore; D.Phil. 1966, Oxford

Nader Uthman, Clinical Assistant Professor of Middle Eastern and Islamic Studies; Ph.D. 2009, Columbia

Jay Van Bavel, Associate Professor of Psychology; B.A. 2002, Alberta; M.A. 2004, Ph.D. 2008, Toronto

Christina Van Houten, Language Lecturer on Expository Writing; B.A. 2005, Stetson University; M.A. 2007, Ph.D. 2012, Florida

Eric Vanden-Eijnden, Professor of Mathematics; Ph.D. 1997, Libre de Bruxelles

Srinivasa S. Varadhan, Professor of Mathematics; B.S. 1959, M.A. 1960, Madras; Ph.D. 1963, Indian Statistical Institute

Cristina Vatulescu, Associate Professor of Comparative Literature; B.A. 1998, Ph.D. 2005, Harvard

William Velhagen, Clinical Assistant Professor of Biology; B.S. 1984, Philippines; Ph.D. 1995, Duke

David Velleman, Professor of Philosophy, Bioethics; B.A. 1974, Amherst; B.A. 1976, Oxford; Ph.D. 1983, Princeton

Carlos Veloso da Silva, Senior Language Lecturer on Spanish and Portuguese; B.A. 1993, M.A. 1996, Lisbon

Akshay Venkatesh, Professor of Mathematics; B.S. 1997, Western Australia; Ph.D. 2002, Princeton

Giovanni Violante, Professor of Economics; Laurea in Economia e Commercio 1992, Torino (Italy); M.A. 1994, Ph.D. 1997, Pennsylvania

Elena Visconti di Modrone, Senior Language Lecturer on Italian; B.A. 1994, Lycée Français Chateaubriand; M.A. 2003, Università degli Studi

Evelyn B. Vitz, Professor of French; B.A. 1963, Smith College; M.A. 1965, Middlebury College; Ph.D. 1968, Yale

Tyler Volk, Professor of Biology and Environmental Studies; B.S. 1971, Michigan; M.S. 1982, Ph.D. 1984, New York

Johann Voulot, Language Lecturer on French; M.A. 2007, Paris

Athena Vouloumanos, Associate Professor of Psychology; B.Sc. 1997, McGill; Ph.D. 2004, British Columbia

Quang Vuong, Professor of Economics; Ingenieur 1976, Ecole des Mines de Paris; M.S. 1980, Ph.D. 1982, Northwestern

Joanna Waley-Cohen, Silver Professor and Collegiate Professor and Professor of History; Provost, NYU Shanghai; B.A. (honors) 1974, M.A. 1977, Cambridge; M.Phil. 1984, Ph.D. 1987, Yale

Michael Walfish, Associate Professor of Computer Science; B.A. 1998, Harvard; S.M. 2004, Ph.D. 2008, Massachusetts Institute of Technology


Marc Walters, Associate Professor of Chemistry; B.S. 1976, City College; Ph.D. 1981, Princeton

Jing Wang, Assistant Research Scholar of East Asian Studies; B.A. 1986, Beijing

Xiao-Jing Wang, Professor of Neural Science; B.S. 1983, Ph.D. 1987, Université Libre de Bruxelles

Leonard Wantchekon, Professor of Politics and Social and Cultural Affairs; M.A. 1992, British Columbia; Ph.D. 1995, Northwestern

Michael Ward, Silver Professor and Professor of Chemistry; B.A. 1977, William Paterson College of New Jersey; Ph.D. 1981, Princeton

Rachel A. Ward, Assistant Professor/ Courant Instructor; B.S. 2005, Texas (Austin); Ph.D. 2009, Princeton

Justin Warner, Language Lecturer on Expository Writing; B.A. 1993, Haverford College; M.F.A. 2002, Catholic University

Bryan Waterman, Associate Professor of English; B.A. 1994, Brigham Young; Ph.D. 1997, Boston

Jini Kim Watson, Associate Professor of English; B.P.D. 1994, Melbourne; B.A. 1997, Queensland; Ph.D. 2006, Duke

Leif Weatherby, Assistant Professor of German; B.A. 2007, Wesleyan; Ph. D. 2012, Pennsylvania


Marcus Weck, Professor of Chemistry; M.S. 1994, Mainz (Germany); Ph.D. 1998, California Institute of Technology

Ruobing Wei, Language Lecturer on East Asian Studies; B.A. 2010, Nanjing Normal (PR China); M.A. (TESOL) 2012, Columbia (Teachers College)

Neal Weiner, Associate Professor of Physics; B.A. 1996, Carleton College; Ph.D. 2000, California (Berkeley)

Laura Weinert-Kendt, Senior Language Lecturer on Expository Writing; B.A. 1997, Northwestern; M.A. 2005, London

Barbara Weinstein, Silver Professor and Professor of History; B.A. 1973, Princeton; M.A. 1976, Ph.D. 1980, Yale


Harold Weitzner, Professor of Mathematics; B.A. 1954, California (Berkeley); M.A. 1955, Ph.D. 1958, Harvard


Barbara Weinstein, Silver Professor and Professor of History; B.A. 1973, Princeton; M.A. 1976, Ph.D. 1980, Yale


Harold Weitzner, Professor of Mathematics; B.A. 1954, California (Berkeley); M.A. 1955, Ph.D. 1958, Harvard

Tessa West, Assistant Professor of Psychology; B.A. 2003, California (Santa Barbara); Ph.D. 2008, Connecticut

Michael Westerman, Associate Professor of Psychology; B.A. 1971, Harvard; M.A. 1977, Ph.D. 1980, Southern California
Randall White, Professor of Anthropology; B.A. 1976, Alberta; Ph.D. 1980, Toronto

Jonathan Winawer, Assistant Professor of Psychology and Neural Science; A.B. 1995, Columbia; M.S. 2005, City University of New York; Ph.D. 2007, Massachusetts Institute of Technology

Edward N. Wolff, Professor of Economics; B.A. 1968, Harvard; M.Phil. 1972, Ph.D. 1974, Yale

Larry Wolff, Silver Professor and Professor of History; B.A. 1979, Harvard; M.A. 1980, Ph.D. 1984, Stanford

Elliott Wolfson, Judge Abraham Lieberman Professor of Hebrew and Judaic Studies; B.A. 1979, M.A. 1979, Queens College; Ph.D. 1983, Brandeis

David L. Wolitzky, Associate Professor of Psychology; Coordinator, Doctoral Training in Clinical Psychology; B.A. 1957, City College; M.Ph.D. 1961, Rochester

Crispin Wright, Professor of Philosophy; B.A. 1964, Ph.D. 1968, Cambridge; B.Phil. 1969, D.Litt. 1988, Oxford; hon.: D.Litt.

Margaret Wright, Silver Professor and Professor of Computer Science; B.S. 1964, M.S. 1965, Ph.D. 1976, Stanford

Lawrence Wu, Professor of Sociology; B.A. 1980, Harvard; Ph.D. 1987, Stanford

Jenny Xie, Language Lecturer on Expository Writing; B.A. Princeton, 2008; M.F.A. 2013, New York

Jiayi Xu, Language Lecturer on East Asian Studies; B.A. 2011, East China Normal; M.A. 2013, Columbia (Teachers College)

Chee K. Yap, Professor of Computer Science; B.S. 1975, Massachusetts Institute of Technology; Ph.D. 1979, Yale

Amanda Yesnowitz, Senior Language Lecturer on Expository Writing; B.A. 1994, Tufts; M.M. 1996, Boston Conservatory; M.F.A. 1999, New York

Lai-Sang Young, Henry and Lucy Moses Professor of Science and Professor of Mathematics; B.A. 1973, Wisconsin (Madison); M.A. 1976, Ph.D. 1978, California (Berkeley)

Robert Young, Silver Professor and Professor of English; B.A. 1972, D.Phil. 1980, Oxford

Ethan Youngerman, Senior Language Lecturer on Expository Writing; B.A. 1999, Yale; M.F.A. 2003, New York

George Yudice, Professor of Spanish and Portuguese and Social and Cultural Analysis; B.A. 1970, Hunter College; M.A. 1971, Illinois; Ph.D. 1974, Princeton

Vivian Yue, Assistant Professor of Economics; B.S. 2000, Tsinghua (Beijing); M.A. 2002, Ph.D. 2005, Pennsylvania

Caitlin Zaloom, Associate Professor of Social and Cultural Analysis; B.A. 1995, Brown; M.A. 1998, Ph.D. 2002, California (Berkeley)

Mohamed Zahran, Clinical Associate Professor of Computer Science; B.S. 1997, M.S. 1999, Cairo; Ph.D. 2003, Maryland


George Zaslavsky, Professor of Physics; M.A. 1957, Odessa State; Ph.D. 1964, Novosibirsk State; Diploma 1978, Krasnoyarsk State

Lila Zemborain, Clinical Professor of Spanish and Portuguese; B.A. 1978, Salvador (Buenos Aires); M.A. 1986, Ph.D. 1997, New York

John Zhang, Professor of Chemistry; B.S. 1982, East China Normal; Ph.D. 1987, Houston

Jun Zhang, Professor of Physics and Mathematics; B.S. 1985, Wuhan (China); M.S. 1990, Hebrew (Jerusalem); Ph.D. 1994, Niels Bohr Institute

Xudong Zhang, Professor of Comparative Literature and East Asian Studies; B.A. 1986, Peking; Ph.D. 1995, Duke

Yingkai Zhang, Professor of Chemistry; B.S. 1993, M.A. 1995, Nanjing (China); Ph.D. 2000, Duke

Hong Zhao, Clinical Assistant Professor of Chemistry; B.S. 2000, Jilin (China); Ph.D. 2006, SUNY (Stony Brook)

Jonathan Zimmerman, Professor of History and Education (Steinhardt); B.A. 1983, Columbia; M.A. 1990, Ph.D. 1993, Johns Hopkins

Angela Zito, Associate Professor of Anthropology and Religious Studies; B.A. 1974, Pennsylvania; M.A. 1978, Ph.D. 1989, Chicago

Denis Zorin, Associate Professor of Computer Science; B.S. 1991, Moscow Institute of Physics and Technology; M.S. 1993, Ohio State; M.S. 1995, Ph.D. 1997, California Institute of Technology

Maria José Zubieta, Clinical Assistant Professor of Spanish and Portuguese; B.A. 1993, California State (Northridge); M.A. 1996, Ph.D. 2002, California (Los Angeles)

Daniel Zwanziger, Professor of Physics; B.A. 1955, Ph.D. 1960, Columbia

Ron Zweig, Marilyn and Henry Taub Professor of Israel Studies; B.A. 1971, Sydney; Ph.D. 1978, Cambridge

PROFESSORS EMERITI

Doris R. Aaronson, B.S., M.A., Ph.D., Psychology

Raziel Abelson, M.A., Ph.D., Philosophy

Thomas R. Adam, M.A., LL.B., Politics

Charles M. Affron, B.A., Ph.D., French

Helene Anderson, B.A., M.A., Ph.D., Spanish

Gay Wilson Allen, B.A., M.A., Ph.D., English

P. R. Baker, B.A., M.A., Ph.D., History

Louis Baron, B.S., M.S., Mathematics

Michel Beaujour, Lic. és Let., Agrégé de l’Université, French

Benjamin Bederson, B.S., M.A., Ph.D., Physics

Larissa Bonfante, B.A., M.A., Ph.D., Classics

Larissa Bonfante, Classics

Larissa Bonfante, Classics

Larissa Bonfante, Classics

Larissa Bonfante, Classics

Larissa Bonfante, Classics

Larissa Bonfante, Classics

Larissa Bonfante, Classics

Larissa Bonfante, Classics
Patricia U. Bonomi, B.A., M.A., Ph.D., History
Sidney Borowitz, B.S., M.S., Ph.D., Physics
Kamau Brathwaite, B.A., Ph.D., Comparative Literature
Irving Brick, B.S., M.S., Ph.D., Biology
Eleazar Bromberg, B.S., M.A., Ph.D., Mathematics
Howard H. Brown, Jr., B.S., Ph.D., Physics
Martin D. Burrow, B.S., M.S., Ph.D., Mathematics
Dorothy Chisholm, B.A., M.A., Ph.D., Music
William E. Burrows, B.A., M.A., Journalism
Mary Carruthers, B.A., Ph.D., English
R. Anthony Castagnaro, B.A., M.A., Ph.D., Spanish and Portuguese
Peter J. Chelkowski, B.A., M.A., Middle Eastern and Islamic Studies
John Chioles, B.A., M.A., Ph.D., Comparative Literature
Martin Chusid, B.A., M.A., Ph.D., Music
Stephen F. Cohen, B.S., M.A., Ph.D., Russian and Slavic Studies
John A. Coleman, B.A., M.A., Ph.D., Spanish and Portuguese
Christopher Collins, B.A., M.A., Ph.D., English
Rita W. Cooley, B.A., M.A., Ph.D., Politics
James T. Crown, B.A., M.A., Ph.D., Politics
Martin Davis, B.S., M.A., Ph.D., Computer Science
Robert B. K. Dewar, B.S., Computer Science
Mervin R. Dilts, B.A., M.A., Ph.D., Classics
Assia Djebar, B.A., Ph.D., French
Denis Donoghue, B.A., M.A., Ph.D., English
Serge Doubrovsky, Lic. ès Let., Doc. ès Let., French
Charlotte Douglas, B.A., M.A., Ph.D., Russian and Slavic Studies
Herndon Dowling, B.S., M.S., Ph.D., Biology
Charles W. Dunmore, B.A., M.A., Ph.D., Classics
Troy Duster, B.S., M.A., Ph.D., Sociology
Harold Edwards, Jr., B.A., M.A., Ph.D., Mathematics
Samuel M. Feldman, B.A., M.A., Ph.D., Neural Science and Psychology
Brian L. Fennelly, B.M.E., B.A., Mus.M., Ph.D., Music
Gisbert Flanz, Ph.D., Politics
John Freccero, B.A., M.A., Ph.D., Italian and Comparative Literature
Eliot L. Friedson, Ph.B., M.A., Ph.D., Sociology
Paul J. Gans, B.S., Ph.D., Chemistry
Dermot Gately, B.S., M.A., Ph.D., Economics
Murray Glanzer, B.A., M.A., Ph.D., Psychology
Alfred Glassgold, B.A., Ph.D., Physics
Les Goldberger, B.A., Ph.D., Psychology
Dustin Griffin, B.A., B.A., Ph.D., English
Doris Starr Guilloton, B.A., M.A., Ph.D., German
Walter W. Haines, B.A., M.A., M.A., Ph.D., Economics
Harry Harootunian, B.A., M.A., M.A., Ph.D., History
Melvin Hausner, B.A., M.A., Ph.D., Mathematics
Margret M. Herzfeld-Sander, Dr.Phil., German
Calvin Heusser, B.S., M.S., Ph.D., Biology
Wolf Heydebrand, M.A., Ph.D., Sociology
Barbara Heyns, B.A., M.A., Ph.D., Sociology
Warren Hirsch, B.A., M.S., Ph.D., Mathematics
Martin Hoffert, B.S., M.A., M.S., Physics
Martin L. Hoffman, B.S., M.S., Ph.D., Psychology
Pierre Hohenberg, B.A., M.A., Ph.D., Physics
Robert R. Holt, B.A., M.A., Ph.D., Psychology
John B. Hughes, B.A., M.A., Ph.D., Spanish and Portuguese
Richard W. Hull, B.A., M.A., Ph.D., History
Bernd Hüppauf, Ph.D., German
Isabelle Hyman, B.A., M.A., Ph.D., Art History
Eugene Isaacson, B.S., M.S., Ph.D., Mathematics
Alfred Ivy, B.A., M.A., Ph.D., Middle Eastern and Islamic Studies
Daniel Javitch, B.A., M.A., Ph.D., Comparative Literature and Italian
Adelbert H. Jenkins, B.A., M.A., Ph.D., Philosophy
Penelope Johnson, B.A., M.Phil., Ph.D., History
Clifford Jolly, B.A., Ph.D., Anthropology
Frances Myrna Kamm, B.A., Ph.D., Philosophy
Frank C. Karal, Jr., B.S., Ph.D., Mathematics
Frederick Karl, B.A., M.A., Ph.D., English
Lawrence Karlins, B.A., M.A., Ph.D., Psychology
Raymond Katzell, B.S., M.A., Ph.D., Psychology
Lloyd Kaufman, B.A., M.A., Ph.D., Psychology
Farhad Kazemi, B.A., M.A., M.A., Ph.D., Politics
Israel Kirzner, B.A., M.B.A., Ph.D., Economics
Louis Koenig, B.A., L.H.D., M.A., Ph.D., Politics
Kenneth Krabbenhoft, B.A., M.A., Ph.D., Spanish and Portuguese
Sarah Landau, B.F.A., M.A., Ph.D., Art History
Jan LaRue, B.A., M.A., Ph.D., Music
Joel Larus, B.A., M.A., LL.B., Ph.D., Politics
Peter D. Lax, B.A., Ph.D., Mathematics
Edward Lehman, B.S., M.A., Ph.D., Sociology
Seymour Z. Lewin, B.S., M.S., Ph.D., Chemistry
Baruch Levine, B.A., M.A., Ph.D., Hebrew and Judaic Studies
Peter M. Levy, B.M.E., M.A., Ph.D., Physics
John Lowenstein, B.A., M.S., Ph.D., Physics
Paul Mattingly, B.A., M.A., Ph.D., History
Philip Mayerson, B.A., Ph.D., Classics
Robert McChesney, B.A., M.A., Ph.D., Middle Eastern and Islamic Studies
Mona N. Mikhail, B.A., M.A., Ph.D., Middle Eastern and Islamic Studies
Christopher Mitchell, B.A., Ph.D., Politics
Sylvia Molloy, Lic. ès Let. et Lit. Mod., D.E.S., Docteur de l’Université, Spanish and Portuguese
Cathleen Morawetz, B.A., M.S., Ph.D., Mathematics
Jules Moskowitz, B.A., Ph.D., Chemistry
Thomas Nagel, B.A., B.Phil., Ph.D., Philosophy
Louis Nirenberg, B.S., M.S., Ph.D., Mathematics
Albert B. Novikoff, B.A., Ph.D., Mathematics
Janusz A. Ordover, B.A., B.A., Ph.D., Economics
Erika Ostrovska, B.A., M.A., Ph.D., French
Alfred Perlmutter, B.S., M.S., Sc.D., Biology
Robert M. Perry, B.A., B.D., Ph.D., Religion
Caroline H. Persell, B.A., M.A., Ph.D., Sociology
Francis E. Peters, B.A., M.A., Ph.D., Middle Eastern and Islamic Studies
Humberto Pinera, Doc. en Let., Spanish
Alice M. Pollin, B.A., M.A., Ph.D., Spanish
Martin Pope, B.S., Ph.D., Chemistry
Mary Louise Pratt, B.A., M.A., Ph.D., Spanish and Portuguese and Social and Cultural Analysis
Carl E. Prince, B.A., M.A., Ph.D., History
John R. Ragazzini, B.A., E.E., M.A., Ph.D., Earth System Science
Richard S. Randall, B.A., M.A., Ph.D., Politics
Antonio Regalado, B.A., Ph.D., Spanish and Portuguese
Nancy Regalado, B.A., Ph.D., French
D. M. Reimers, B.A., M.A., Ph.D., History
Timothy Reiss, B.A., M.A., Ph.D., Comparative Literature
Edward Roesner, B.Mus., M.Mus., Ph.D., Music
Renato Rosaldo, B.A., Ph.D., Anthropology
Leonard Rosenberg, B.S., M.S., Ph.D., Physics
Diane Ruble, B.A., Ph.D., Psychology
William M. Ruddick, A.B., B.A., M.A., Ph.D., Philosophy
N. Sanchez-Albornoz, Sr.D., History
Lucy Sandler, B.A., M.A., Ph.D., Art History
Irving Sarnoff, B.A., M.A., Ph.D., Psychology
Aldo Scaglione, Ph.D., Italian
Robert J. Scally, B.A., M.A., Ph.D., History
Edmond Schonberg, B.S., M.S., Ph.D., Computer Science
Frederick Schult, B.A., M.A., Ph.D., History
Edwin M. Schur, B.A., LL.B., M.A., Ph.D., Sociology
David I. Schuster, B.A., Ph.D., Chemistry
John Sculli, B.A., M.A., Ph.D., Physics
Jerrold E. Seigel, B.A., M.A., Ph.D., History
Patricia C. Sexton, B.A., M.A., Ph.D., Sociology
Harold N. Shapiro, B.S., M.A., Ph.D., Mathematics
Robert Shapiro, B.S., M.A., Ph.D., Chemistry
Kenneth E. Silverman, B.A., M.A., Ph.D., English
Robert E. Silverman, B.A., Ph.D., Psychology
John Victor Singler, B.A., M.A., M.A., Ph.D., Linguistics
Max Sorkin, B.A., M.A., Ph.D., French
Larry Spruch, B.A., Ph.D., Physics
Judith Stacey, B.A., M.A., Ph.D., Sociology and Social Cultural Analysis
Stewart Stehlin, B.A., M.A., Ph.D., History
Morris Stein, B.S., M.S., M.A., Ph.D., Psychology
Ralph Straetz, B.A., M.A., Ph.D., Politics
Benson R. Sundheim, B.A., M.A., Ph.D., Chemistry
Richard N. Swift, B.A., M.A., Ph.D., Politics
Chester C. Tan, B.A., M.A., Ph.D., History
John W. Tebbel, B.A., M.S., Journalism
Lu Ting, B.S., M.S., Eng.Sc.D., Mathematics
Richard A. Turner, B.A., M.F.A., Ph.D., Art History
Noriko Umeda, B.A., M.A., Ph.D., Linguistics
Peter Ungar, B.Sc., Ph.D., Mathematics
Irwin Unger, Ph.D., History
Paul C. Vitz, B.A., Ph.D., Psychology
Daniel J. Walkowtiz, B.A., Ph.D., History and Social and Cultural Analysis
Guy Walton, B.A., M.A., Ph.D., Art History
Nathan Winter, Ph.D., Hebrew and Judaic Studies
Dennis H. Wrong, B.A., Ph.D., Sociology
Leonard Yarmus, B.S., Ph.D., Physics
Jindrich Zezula, B.A., M.A., Ph.D., French
**Standing Committees in CAS and FAS**

### STANDING COMMITTEES OF THE COLLEGE

The following standing faculty committees (listed alphabetically) of the Faculty of Arts and Science serve only the College of Arts and Science.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Membership</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Committee on Recommendations to Schools of the Health Professions</td>
<td>Membership by appointment and by office.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Committee on Undergraduate Academic Standards</td>
<td>Membership by appointment and by office.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Committee on Undergraduate Curriculum</td>
<td>Membership by election and by office.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Committee on Undergraduate Honors</td>
<td>Membership by appointment and by office.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Committee on Undergraduate Scholarships and Financial Aid</td>
<td>Membership by appointment and by office.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Advisory Committee on Information, Technology, and Library Services</td>
<td>Membership by election.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Advisory Committee on Promotion and Tenure</td>
<td>Membership by appointment and by election.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Committee on Nominations and Elections</td>
<td>Membership by election.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Committee on Student Discipline</td>
<td>Membership by appointment and election.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Grievance Committee</td>
<td>Membership by election.</td>
<td>three years.</td>
</tr>
<tr>
<td>Faculty Representatives to the Senate</td>
<td>The names of the representatives are available in the Office of the FAS Dean.</td>
<td>three years.</td>
</tr>
<tr>
<td>Student Representatives to the Senate</td>
<td>The names of the representatives are available in the Office of the FAS Dean.</td>
<td>three years.</td>
</tr>
</tbody>
</table>

### STANDING COMMITTEES OF THE FACULTY OF ARTS AND SCIENCE

The following standing faculty committees (listed alphabetically) of the Faculty of Arts and Science serve both the College of Arts and Science and the Graduate School of Arts and Science.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Membership</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Information, Technology, and Library Services</td>
<td>Membership by election.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Advisory Committee on Promotion and Tenure</td>
<td>Membership by appointment and by election.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Committee on Nominations and Elections</td>
<td>Membership by election.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Committee on Student Discipline</td>
<td>Membership by appointment and election.</td>
<td>three years.</td>
</tr>
<tr>
<td>The Faculty Grievance Committee</td>
<td>Membership by election.</td>
<td>three years.</td>
</tr>
<tr>
<td>Faculty Representatives to the Senate</td>
<td>The names of the representatives are available in the Office of the FAS Dean.</td>
<td>three years.</td>
</tr>
<tr>
<td>Student Representatives to the Senate</td>
<td>The names of the representatives are available in the Office of the FAS Dean.</td>
<td>three years.</td>
</tr>
</tbody>
</table>
The index below indicates the full range of majors and minors offered in the College of Arts and Science. Individual courses are described under each departmental section of the Bulletin. See also the preprofessional, accelerated, and specialized programs section of this Bulletin.

The B.A. degree is offered in all the majors listed below except in engineering (offered as dual degree only), neural science, and global public health/science (concentration in biology or chemistry), which only confer the B.S. degree.

The B.S. degree is an option in the majors in chemistry and physics; as part of the dual degree B.S./B.S. program with the NYU Tandon School of Engineering, it is offered in these two departments as well as in biology, computer science, and mathematics.

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

<table>
<thead>
<tr>
<th>HEGIS* number</th>
<th>HEGIS* number</th>
<th>HEGIS* number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>2211</td>
<td>Classics (major only)</td>
</tr>
<tr>
<td>American Studies</td>
<td>0313</td>
<td>Comparative Literature</td>
</tr>
<tr>
<td>Ancient Studies (minor only)</td>
<td>2202</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Animal Studies (minor only)</td>
<td>2299</td>
<td>Computer Science and Economics (major only)</td>
</tr>
<tr>
<td>Anthropology</td>
<td>4903</td>
<td>Computer Science and Mathematics</td>
</tr>
<tr>
<td>Anthropology and Classical Civilization (major only)</td>
<td>1003</td>
<td>Creative Writing (minor only)</td>
</tr>
<tr>
<td>Anthropology and Linguistics (major only)</td>
<td>4903</td>
<td>Creative Writing in Spanish (minor only)</td>
</tr>
<tr>
<td>Art History</td>
<td>1504</td>
<td>Dramatic Literature</td>
</tr>
<tr>
<td>Art History and Classics (major only)</td>
<td>0414</td>
<td>East Asian Civilization (minor only)</td>
</tr>
<tr>
<td>Asian/Pacific/American Studies</td>
<td>0399</td>
<td>East Asian Studies</td>
</tr>
<tr>
<td>Astronomy (minor only)</td>
<td>1905</td>
<td>Economics</td>
</tr>
<tr>
<td>Biochemistry (major only)</td>
<td>0414</td>
<td>Economics and Mathematics (major only)</td>
</tr>
<tr>
<td>Biology</td>
<td>0401</td>
<td>Engineering (majors only; B.S. only)</td>
</tr>
<tr>
<td>Business Studies (minor only; through the College of Arts and Science and the Stern School of Business)</td>
<td>1010</td>
<td>Chemical and Biomolecular Engineering</td>
</tr>
<tr>
<td>Chemistry (B.A. or B.S.)</td>
<td>1905</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Child and Adolescent Mental Health Studies (minor only)</td>
<td>2203</td>
<td>Computer Engineering</td>
</tr>
<tr>
<td>Chinese (minor only)</td>
<td>1504</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Cinema Studies (through the Tisch School of the Arts and the College of Arts and Science)</td>
<td>1010</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Classical Civilization</td>
<td>1005</td>
<td>English and American Literature</td>
</tr>
<tr>
<td>Classical Civilization and Hellenic Studies (major only)</td>
<td>0420</td>
<td>Environmental Biology (minor only)</td>
</tr>
<tr>
<td>Classical Civilization and Hellenic Studies (minor only)</td>
<td>1504</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Central Asian Studies</td>
<td>0310</td>
<td>European and Mediterranean Studies</td>
</tr>
<tr>
<td>Francophone Studies (minor only)</td>
<td>1102</td>
<td>French</td>
</tr>
<tr>
<td>French and Linguistics (major only)</td>
<td>1199</td>
<td>French Literature in Translation (minor only)</td>
</tr>
<tr>
<td>Gender and Sexuality Studies</td>
<td>4903</td>
<td>Genetics (minor only)</td>
</tr>
<tr>
<td>Genomics and Bioinformatics (minor only)</td>
<td>1199</td>
<td>German and Linguistics (major only)</td>
</tr>
<tr>
<td>German Literature and Culture</td>
<td>1103</td>
<td>Global Public Health/Anthropology (major only)</td>
</tr>
<tr>
<td>Global Public Health/History (major only)</td>
<td>1214</td>
<td>Global Public Health/Science, Concentration in Biology (major only; B.S. only)</td>
</tr>
<tr>
<td>Global Public Health/Science, Concentration in Chemistry (major only; B.S. only)</td>
<td>1214</td>
<td>Hebrew and Judaic Studies</td>
</tr>
<tr>
<td>Global Public Health/Sociology (major only)</td>
<td>1214</td>
<td>Hellenic Studies</td>
</tr>
<tr>
<td>History</td>
<td>2205</td>
<td>Iberian Studies</td>
</tr>
<tr>
<td>International Relations (major only)</td>
<td>2210</td>
<td>Irish Studies (minor only)</td>
</tr>
</tbody>
</table>
## Classification of Courses

This Bulletin contains descriptions of the College's departments, programs, and courses. The first part of every course number identifies the department or program offering or cross-listing the course (for example, ARTH for art history). This is always followed by a two-letter suffix.

The suffix "UA" indicates undergraduate courses offered in the College; "GA" indicates a graduate course offered by the Graduate School of Arts and Science. The numeric identifier comes last (for example, a complete course rubric would be ARTH-UA 677).

Graduate courses open to qualified undergraduates are designated by the departments. The departmental policy in this matter may be indicated either in this Bulletin or in the Graduate School of Arts and Science Bulletin; interested students are also advised to check directly with the relevant departments.

---

**HEGIS**: Higher Education General Information Survey

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

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

---

<table>
<thead>
<tr>
<th>Major / Minor</th>
<th>HEGIS* Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian and Linguistics (major only)</td>
<td>1199</td>
</tr>
<tr>
<td>Japanese (minor only)</td>
<td></td>
</tr>
<tr>
<td>Journalism (major only)</td>
<td>0602</td>
</tr>
<tr>
<td>Korean (minor only)</td>
<td></td>
</tr>
<tr>
<td>Language and Mind (major only)</td>
<td>4903</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>0308</td>
</tr>
<tr>
<td>Latin/Greek</td>
<td>1109/1110</td>
</tr>
<tr>
<td>Latino Studies</td>
<td>0308</td>
</tr>
<tr>
<td>Law and Society (minor only)</td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td>1505</td>
</tr>
<tr>
<td>Literature in Translation (minor only)</td>
<td></td>
</tr>
<tr>
<td>Luso-Brazilian Language and Literature</td>
<td>1199</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1701</td>
</tr>
<tr>
<td>Medieval and Renaissance Studies</td>
<td>4903</td>
</tr>
<tr>
<td>Metropolitan Studies</td>
<td>2214</td>
</tr>
<tr>
<td>Middle Eastern and Islamic Studies</td>
<td>0309</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Major / Minor</th>
<th>HEGIS* Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molecular and Cell Biology (minor only)</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>1005</td>
</tr>
<tr>
<td>Native American and Indigenous Studies (minor only)</td>
<td></td>
</tr>
<tr>
<td>Neural Science (major only; B.S. only)</td>
<td>0425</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1509</td>
</tr>
<tr>
<td>Physics (B.A. or B.S.)</td>
<td>1902</td>
</tr>
<tr>
<td>Politics</td>
<td>2207</td>
</tr>
<tr>
<td>Psychology</td>
<td>2001</td>
</tr>
<tr>
<td>Public Policy (through the Wagner School of Public Service and the College of Arts and Science; no CAS minor)</td>
<td>2299</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>1510</td>
</tr>
<tr>
<td>Romance Languages (major only)</td>
<td>1101</td>
</tr>
<tr>
<td>Russian and Slavic Studies</td>
<td>1106</td>
</tr>
<tr>
<td>Science and Society (minor only)</td>
<td></td>
</tr>
<tr>
<td>Self-Designed Major</td>
<td>4901</td>
</tr>
<tr>
<td>Social and Cultural Analysis</td>
<td>2299</td>
</tr>
<tr>
<td>Sociology</td>
<td>2208</td>
</tr>
<tr>
<td>South Asian Studies (minor only)</td>
<td></td>
</tr>
<tr>
<td>Spanish and Latin American Literatures and Cultures (major only)</td>
<td>1105</td>
</tr>
<tr>
<td>Spanish and Linguistics (major only)</td>
<td>1199</td>
</tr>
<tr>
<td>Urban Design and Architecture Studies</td>
<td>2214</td>
</tr>
<tr>
<td>Web Applications (minor only)</td>
<td></td>
</tr>
</tbody>
</table>

---

Also available to students in the College are several minors offered in other divisions of New York University. For more information, see the cross-school minors section of this Bulletin.