## Contents

<table>
<thead>
<tr>
<th>Department and Programs</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies, Major/Minor</td>
<td>26</td>
</tr>
<tr>
<td>Alexander Hamilton Center</td>
<td>32</td>
</tr>
<tr>
<td>American Studies, Major/Minor</td>
<td>33</td>
</tr>
<tr>
<td>Ancient Studies, Program in</td>
<td>38</td>
</tr>
<tr>
<td>Animal Studies, Minor in.</td>
<td>39</td>
</tr>
<tr>
<td>Anthropology, Department of</td>
<td>41</td>
</tr>
<tr>
<td>Art History, Department of</td>
<td>56</td>
</tr>
<tr>
<td>Asian/Pacific/American Studies, Major/Minor in</td>
<td>73</td>
</tr>
<tr>
<td>Biology, Department of</td>
<td>78</td>
</tr>
<tr>
<td>Business Studies, Minor in</td>
<td>94</td>
</tr>
<tr>
<td>Chemistry, Department of</td>
<td>99</td>
</tr>
<tr>
<td>Child and Adolescent Mental Health Studies, Minor in</td>
<td>108</td>
</tr>
<tr>
<td>Cinema Studies, Department of</td>
<td>115</td>
</tr>
<tr>
<td>Classics, Department of</td>
<td>119</td>
</tr>
<tr>
<td>Comparative Literature, Department of</td>
<td>128</td>
</tr>
<tr>
<td>Computer Science, Department of</td>
<td>132</td>
</tr>
<tr>
<td>Creative Writing, Program in</td>
<td>140</td>
</tr>
<tr>
<td>Dramatic Literature, Major/Minor in</td>
<td>144</td>
</tr>
<tr>
<td>East Asian Studies, Department of</td>
<td>152</td>
</tr>
<tr>
<td>Economics, Department of</td>
<td>162</td>
</tr>
<tr>
<td>\multicolumn{2}{l}{Engineering, Dual-Degree Program in (with the NYU Tandon School of Engineering)}</td>
<td></td>
</tr>
<tr>
<td></td>
<td>174</td>
</tr>
<tr>
<td>English, Department of</td>
<td>176</td>
</tr>
<tr>
<td>Environmental Studies, Department of</td>
<td>186</td>
</tr>
<tr>
<td>European and Mediterranean Studies, Center for</td>
<td>195</td>
</tr>
<tr>
<td>Expository Writing Program</td>
<td>198</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture</td>
<td>201</td>
</tr>
<tr>
<td>Foundations of Scientific Inquiry</td>
<td>206</td>
</tr>
<tr>
<td>French, Department of</td>
<td>211</td>
</tr>
<tr>
<td>Gender and Sexuality Studies, Major/Minor in</td>
<td>220</td>
</tr>
<tr>
<td>German, Department of</td>
<td>225</td>
</tr>
<tr>
<td>Global Public Health, Combined Majors in</td>
<td>233</td>
</tr>
<tr>
<td>Hebrew and Judaic Studies, Skirball Department of</td>
<td>241</td>
</tr>
<tr>
<td>Hellenic Studies, Alexander S. Onassis Program in</td>
<td>251</td>
</tr>
<tr>
<td>History, Department of</td>
<td>255</td>
</tr>
<tr>
<td>International Relations, Major in</td>
<td>269</td>
</tr>
<tr>
<td>Irish Studies, Minor in</td>
<td>272</td>
</tr>
<tr>
<td>Italian Studies, Department of</td>
<td>276</td>
</tr>
<tr>
<td>Journalism Institute, Arthur L. Carter</td>
<td>284</td>
</tr>
<tr>
<td>Latin American Studies, Major/Minor in</td>
<td>290</td>
</tr>
<tr>
<td>Latino Studies, Major/Minor in</td>
<td>295</td>
</tr>
<tr>
<td>Law and Society, Program in</td>
<td>300</td>
</tr>
<tr>
<td>Linguistics, Department of</td>
<td>303</td>
</tr>
<tr>
<td>Literature in Translation, Minor in</td>
<td>313</td>
</tr>
<tr>
<td>Mathematics, Department of</td>
<td>314</td>
</tr>
<tr>
<td>Medieval and Renaissance Studies, Program in</td>
<td>328</td>
</tr>
<tr>
<td>Metropolitan Studies, Major/Minor in</td>
<td>334</td>
</tr>
<tr>
<td>Middle Eastern and Islamic Studies, Department of</td>
<td>338</td>
</tr>
<tr>
<td>Music, Department of</td>
<td>345</td>
</tr>
<tr>
<td>Neural Science, Center for</td>
<td>349</td>
</tr>
<tr>
<td>Philosophy, Department of</td>
<td>352</td>
</tr>
<tr>
<td>Physics, Department of</td>
<td>360</td>
</tr>
<tr>
<td>Politics, Wilf Family Department of</td>
<td>367</td>
</tr>
<tr>
<td>Psychology, Department of</td>
<td>378</td>
</tr>
<tr>
<td>Public Policy</td>
<td>386</td>
</tr>
<tr>
<td>Religious Studies, Program in</td>
<td>391</td>
</tr>
<tr>
<td>Romance Languages, Major in</td>
<td>396</td>
</tr>
<tr>
<td>Russian and Slavic Studies, Department of</td>
<td>399</td>
</tr>
<tr>
<td>Science and Society, Minor in</td>
<td>404</td>
</tr>
<tr>
<td>Self-Designed Honors Major</td>
<td>408</td>
</tr>
<tr>
<td>Social and Cultural Analysis, Department of</td>
<td>409</td>
</tr>
<tr>
<td>Sociology, Department of</td>
<td>414</td>
</tr>
<tr>
<td>South Asian Studies, Minor in</td>
<td>420</td>
</tr>
<tr>
<td>Spanish and Portuguese Languages and Literatures, Department of</td>
<td>423</td>
</tr>
<tr>
<td>Cross-School Minors</td>
<td>435</td>
</tr>
<tr>
<td>Preprofessional, Accelerated, and Specialized Programs</td>
<td>436</td>
</tr>
<tr>
<td>Arts and Science Summer and Winter Programs</td>
<td>442</td>
</tr>
<tr>
<td>New York University Study Away</td>
<td>444</td>
</tr>
<tr>
<td>Admission</td>
<td>451</td>
</tr>
<tr>
<td>Tuition, Fees, and Financial Aid</td>
<td>464</td>
</tr>
<tr>
<td>Registration, Advisement, and Counseling</td>
<td>469</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>472</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>475</td>
</tr>
<tr>
<td>Honors and Awards</td>
<td>487</td>
</tr>
<tr>
<td>Student Activities, University Services, and Community Service</td>
<td>494</td>
</tr>
<tr>
<td>Faculty of Arts and Science</td>
<td>497</td>
</tr>
<tr>
<td>Standing Committees in CAS and FAS</td>
<td>521</td>
</tr>
<tr>
<td>Majors and Minors as Registered by the New York State Education Department</td>
<td>522</td>
</tr>
</tbody>
</table>
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.

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 result of the founders’ foresight is today a university that is recognized both nationally and internationally as a leader in scholarship. NYU is one of only 26 private universities in the nation to have membership in the distinguished Association of American Universities. Students come to NYU from all 50 states and more than 140 foreign countries.

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.
THE SCHOOLS, COLLEGES, INSTITUTES, AND PROGRAMS OF THE UNIVERSITY (IN ORDER OF THEIR FOUNDING)

1832 College of Arts and Science
1835 School of Law
1841 School of Medicine
1854 Tandon School of Engineering (January 2014)
1865 College of Dentistry (including the College of Nursing [1947])
1886 Graduate School of Arts and Science
1890 Steinhardt School of Culture, Education, and Human Development
1900 Leonard N. Stern School of Business
1922 Institute of Fine Arts
1934 School of Professional Studies
1934 Courant Institute of Mathematical Sciences
1938 Robert F. Wagner Graduate School of Public Service
1960 Silver School of Social Work
1965 Tisch School of the Arts
1972 Gallatin School of Individualized Study
1972 Liberal Studies
2006 Institute for the Study of the Ancient World
2010 New York University Abu Dhabi
2013 New York University Shanghai
2015 College of Global Public Health

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 4 million book volumes. Its online catalog, BobCat, contains 3.6 million records, including 1.1 million e-books, 110,000 e-journals, 261,893 serial titles, and 163,000 audio and video recordings. The special collections are uniquely strong in the performing arts, radical and labor history, 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 and will move in summer 2016 to new quarters in the library with advanced technology to support the newest modes of music listening. The Digital Studio provides 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, the country’s largest trove of cookbooks, food writing, pamphlets, paper, and archives, dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. 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 widening 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 41,000 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, theaters, 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 & SCIENCE • NEW YORK UNIVERSITY

UNIVERSITY

Administration

SENIOR UNIVERSITY ADMINISTRATION

Andrew Hamilton, BSc, MSc, PhD, President
Katherine Fleming, BA, MA, PhD, Provost
Richard S. Baum, BA, Chief of Staff to the President
Robert Berne, BS, MBA, PhD, Executive Vice President for Health
Linda Chiarelli, BE, JD, Vice President for Capital Projects and Facilities
Martin S. Dorph, BS, MBA, JD, Executive Vice President, Finance and Information Technology
Richard Foley, BA, MA, PhD, Vice Chancellor for Strategic Planning
Alison Leary, BS, Executive Vice President for Operations
Linda G. Mills, BA, JD, MSW, PhD, Vice Chancellor for Global Programs and University Life, NYU; Associate Vice Chancellor for Admissions and Financial Support, NYU Abu Dhabi; Lisa Ellen Goldberg Professor
Ellen Schall, BA, JD, Senior Presidential Fellow
Lynne P. Brown, BA, MA, PhD, Senior Vice President for University Relations and Public Affairs
Norman Dorsen, BA, LLB, Counselor to the President
Paul M. Horn, BS, PhD, Senior Vice Provost for Research; Senior Vice Dean for Strategic Initiatives and Entrepreneurship, Tandon School of Engineering
Debra A. LaMorte, BA, JD, Senior Vice President for Development and Alumni Relations
Terrance Nolan, BA, JD, LLM, General Counsel and Secretary of the University
Ron Robin, BA, MA, PhD, Senior Vice Provost for Global Faculty Development, NYU; Senior Vice Provost for Faculty Development, NYU Abu Dhabi and NYU Shanghai
Matthew S. Santirocco, BA, [Cantab.]; MPhil, MA [Cantab.], PhD; hon.: MA, Senior Vice Provost for Academic Affairs
Katepalli R. Sreenivasan, BE, ME, MA, PhD; hon.: DSc, Executive Vice Provost for Engineering and Applied Sciences; Dean, Tandon School of Engineering
Marc L. Wais, BS, MBA, EdM, EdD, Senior Vice President for Student Affairs

DEANS AND DIRECTORS

Roger Bagnall, BA, MA, PhD, Director, Institute for the Study of the Ancient World
Gérard Benarous, BS, MSc, PhD, Director, Courant Institute of Mathematical Sciences; Vice Provost for Science and Engineering Development
Charles N. Bertolami, DDS, DMedSc, Herman Robert Fox Dean, College of Dentistry
Alfred H. Bloom, BA, PhD; hon.: LLD, Vice Chancellor, NYU Abu Dhabi
Dominic Brewer, BA, MA, PhD, Gale and Ina Druker Dean, Steinhardt School of Culture, Education, and Human Development
Thomas J. Carew, BA, MA, PhD; hon.: MA, Anne and Joel Ehrenkranz Dean, Faculty of Arts and Science
Dennis Di Lorenzo, BA, Harvey J. Stedman Dean, School of Professional Studies
Georgina Dopico-Black, AB, MA, PhD, Dean for Humanities, Faculty of Arts and Science
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
Anna Harvey, BA, MA, PhD, Interim Dean, Graduate School of Arts and Science
Cheryl G. Heaton, BA, MPA, DrPH, Dean, College of Global Public Health
Peter Blair Henry, BA, BA, PhD, Dean, Leonard N. Stern School of Business
Steven E. Koonin, BS, PhD, Director, Center for Urban Science and Progress
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, MSLS, 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
Michael D. Purugganan, BS, MA, PhD, Dean for Science, Faculty of Arts and Science
BOARD OF TRUSTEES

William R. Berkley, BS, MBA, Chair

Ronald D. Abramson, BA, JD; hon.: DFA
Abdul Aziz Al Ghurair, BS
Khaldoon Khalifa Al Mubarak
Ralph Alexander, BS, MS, MS
Taffi Ayodele, BA, MBA
Phyllis Putter Barasch, BS, MA, MBA
Maria Bartiromo, BA
Marc H. Bell, BS, MS
Casey Box, AA, BA, MPA
Bill Brewer, BA, JD, LLM
Sharon Chang, BA, MA
Evan R. Chesler, BA, JD
Steven M. Cohen, BA, JD
William T. Comfort, III, BSBA, JD, LLM (in Taxation)
Florence A. Davis, BA, JD
Michael Denkensohn, BS
Gale Drukier, BS
Joel S. Ehrenkranz, BS, MBA, LLB, LLM
Laurence D. Fink, BA, MBA
Luiz Fraga, BA, MBA

Mark Fung, BA, MA, JD, PhD
Lisa Yoo Hahn, BA, JD
Andrew Hamilton, BSc, MSc, PhD
Natalie Holder, BS, JD, Executive MBA
Beverly Hyman, BA, MS, PhD
Mitchell Jacobson, BA, JD
Boris Jordan, BA
Jonathan C. Kim, BS
Charles Klein, BA, JD
Andre J. L. Koo, BA, MBA
Josephy Landy, BS, MBA
Mark Leslie, BA
Brian A. Levine, BS, MS, MD
Amanda Lipitz, BFA
Martin Lipton, BS, LLB
Kelly Kennedy Mack, BA, MBA
Mimi M. D. Marziani, BA, JD
Howard Meyers, BS
Steven S. Miller, BA, JD
Constance J. Milstein, BA, JD
David C. Oxman, BA, LLB
John Paulson, BS, MBA

Susanne L. Wofford, BA, BPhil
[Oxon.], PhD, Dean, Gallatin School of Individualized Study
Yu Lizhong, BSc, PhD, Chancellor, NYU Shanghai

Catherine B. Reynolds, BA
Brett B. Rochkind, BS, MBA
William C. Rudin, BS
Constance Silver, BS, MSW, PhD
Larry Silverstein, BA, LLB
Lisa Silverstein, BA
Jay Stein
Joseph S. Steinberg, BA, MBA
Judy Steinhardt, BA, EdM
Michael H. Steinhardt, BS
Jessica Swartz, BA, MA, PhD
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 (in Taxation)
Fred Wilson, BS, MBA
Tamara Winn, BA, JD, MBA
Charles M. Zegar, BS, MS, MS
LIFE TRUSTEES

Diane Belfer
John Brademas (President Emeritus), BA; DPhil [Oxon.]; hon.: DCL, LHD, LittD, LLD
Arthur L. Carter, BA, MBA
Geraldine H. Coles
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
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
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, JD
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

G. Gabrielle Starr, BA, MA, PhD; Seryl Kushner Dean
Chris Barker, BA, BA, PhD; Vice Dean
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
Karen Krahulik, BA, MA, 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; School’s Liaison for Undergraduate Global Public Health Programs
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
Andrew Brackett, BA, MS, PhD (cand.); Associate Director, Academic Support
Kristen Bush, BA, MSSW; Academic Adviser, International and Diversity Advising
Cary Chan, BS; Assistant Director, Information Technology Services
Anthony Chiaravelotti, BA, MA; Academic Adviser, Academic Support
Christina Ciambricelo, BA; Executive Assistant to the Dean; Special Adviser, College Relations and Initiatives
Caroline Cristal, BA, MA; Academic Adviser, Academic Support
Parti 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
Aaron DeLand, BA, MA; Print and Web Communications Specialist
Rebecca Diamond, BA, MA; Academic Adviser, Orientation and Transition Programs
Kenneth Drake, BA; Academic Adviser, Operations
Jody Dublin, BA, MA, EdD; Academic Adviser, Preprofessional Programming
Amanda Dye, BA, PhD; Academic Adviser, Preprofessional Programming
Michael Fisher, BA; Program Administrator, Academic Affairs
Riley Gallagher, BA, MA; Academic Coordinator, Academic Standards
Richard Jung, BA, MS; Academic Adviser, Opportunity Programs; OP Student Counselor
Kenneth Kidd, BS; Director of Special Projects and Events
Noelle Marchetta, BA, MA; Associate Director, Summer and Study Away Programs
Erica McGibbon, BA, BA, MA; Associate Director, Academic Affairs
Amy Monaco, BA, MA; Assistant Director, Budget and Operations
Rose Olivito, BFA, MA; Coordinator and Adviser, Student Affairs
Bruce Padron, BA; IT Support Specialist
Devon Pryor, BA, MA; Associate Director, Orientation and Transition Programs
Jennifer Quilter, BA, MPhil, DPhil; Director of National Scholarships
Brendan Rose, BA, MFA; Academic Adviser, International 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

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-Black, AB, MA, PhD; Dean for Humanities, Faculty of Arts and Science
Anna Harvey, BA, MA, PhD; Interim Dean of the Graduate School of Arts and Science
Michael Laver, BA, MA, PhD; Dean for the Social Sciences, Faculty of Arts and Science
Michael Puruganan, BS, MA, PhD; Dean for Science, Faculty of Arts and Science
G. Gabrielle Starr, BA, MA, PhD; Seryl Kushner Dean of the College 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

Frank Ginsberg, Chairman and Chief Executive Officer of Avrett Free Ginsberg

Theodore P. Giuliano, Managing Director of Neuberger Berman

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 LP

Dawn Ostroff, President, Condé Nast Entertainment Group

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

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.
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 McCracken, decided to reserve Washington Square for the professional schools, which had proliferated under his leadership, and to move University College to a beautiful campus in the Bronx—University Heights—designed by Stanford White.

The College's move to the Heights reflected McCracken's "Ivy" aspirations for the school and his successful effort to raise quality by attracting the best students nationally. Also relevant was the ascendant, 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.”
G. Gabrielle Starr  
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 First-Year Students  
Silver Center, Room 905G  
212-998-8167  
E-mail: cas.firstyear@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

Karen Krahalik  
Associate Dean for Academic Affairs  
Silver Center, Room 908  
212-998-8110  
E-mail: karen.krahalik@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; School’s Liaison for Undergraduate Global Public Health Programs  
Silver Center, Room 910  
212-998-8100  
E-mail: brian.paquette@nyu.edu

Fatiah Toure  
Assistant Dean for International and Diversity Advising  
Academic Resource Center, Room G103  
212-998-8088  
E-mail: fatieh@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

**Counseling and Wellness Services**  
College of Arts and Science  
Silver Center, Room 920  
212-998-8150

**Office of the Bursar**  
Student Services Center  
25 West Fourth Street, 1st Floor  
212-998-2806

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

**Office of Global Programs**  
25 West 4th Street, First Floor  
212-998-4433

**Office of Global Services**  
561 LaGuardia Place  
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  
25 West Fourth 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  
New York, NY 1000321-998-4500

**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  
www.nyu.edu/999
## Calendar 2016–2017 (All dates inclusive)

### 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session I</td>
<td>Monday–Tuesday</td>
<td>May 23–July 5</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday</td>
<td>May 30</td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>Monday</td>
<td>July 4</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Tuesday</td>
<td>July 5 (classes meet on a Monday schedule)</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Wednesday–Tuesday</td>
<td>July 6–August 16</td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>Monday</td>
<td>September 5</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday</td>
<td>September 6</td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>Monday</td>
<td>September 19</td>
</tr>
<tr>
<td>Last day to drop a course without a “W”</td>
<td>Monday</td>
<td>September 19</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>Monday</td>
<td>October 10</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Monday</td>
<td>November 7</td>
</tr>
<tr>
<td>Last day for withdrawing from a course (with a “W”)</td>
<td>Monday</td>
<td>November 7</td>
</tr>
<tr>
<td>Midterm grades due</td>
<td>Monday</td>
<td>November 7</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Wednesday–Sunday</td>
<td>November 23–27</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Tuesday</td>
<td>December 13 (classes meet on a Monday schedule)</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday</td>
<td>December 16</td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>Monday–Friday</td>
<td>December 19–23</td>
</tr>
<tr>
<td>Event</td>
<td>Dates</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Winter recess</td>
<td>December 24–January 2</td>
<td></td>
</tr>
<tr>
<td>January Term 2017 classes begin</td>
<td>January 3</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (holiday)</td>
<td>January 16</td>
<td></td>
</tr>
<tr>
<td>January Term 2017 classes end</td>
<td>January 20</td>
<td></td>
</tr>
<tr>
<td>Spring term begins</td>
<td>January 3</td>
<td></td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>February 6</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a course without a “W”</td>
<td>February 6</td>
<td></td>
</tr>
<tr>
<td>Presidents’ Day (holiday)</td>
<td>February 20</td>
<td></td>
</tr>
<tr>
<td>Spring recess</td>
<td>March 13–19</td>
<td></td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>March 31</td>
<td></td>
</tr>
<tr>
<td>Last day for withdrawing from a course (with a “W”)</td>
<td>March 31</td>
<td></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 8</td>
<td></td>
</tr>
<tr>
<td>Reading day</td>
<td>May 9</td>
<td></td>
</tr>
<tr>
<td>Spring term final examinations</td>
<td>May 10–16</td>
<td></td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>May 17 (tentative)</td>
<td></td>
</tr>
<tr>
<td>Summer Session I</td>
<td>May 22–July 3</td>
<td></td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>May 29</td>
<td></td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>July 4</td>
<td></td>
</tr>
<tr>
<td>Summer Session II</td>
<td>July 5–August 15</td>
<td></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 [www.nyu.edu/bursar](http://www.nyu.edu/bursar).

For registration and drop/add schedules, consult [www.nyu.edu/registrar](http://www.nyu.edu/registrar) and also the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.
The College Core Curriculum

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 College 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.

PROGRAM

The College Core Curriculum has four components:

1. Study of a foreign language
2. The Expository Writing Program
3. Foundations of Contemporary Culture (FCC)
4. 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 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; speakingfreely.cas.nyu.edu.

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; www.nyu.edu/global/global-academic-centers.html; 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 and other than a language offered in the College, 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)
<table>
<thead>
<tr>
<th>Language</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>German, Intermediate II</td>
<td>GERM-UA 4</td>
</tr>
<tr>
<td>German, Intensive Intermediate</td>
<td>GERM-UA 20</td>
</tr>
<tr>
<td>Greek, Ancient, Intermediate II: Homer</td>
<td>CLASS-UA 10</td>
</tr>
<tr>
<td>Greek, Modern, Intermediate II</td>
<td>HEL-UA 106</td>
</tr>
<tr>
<td>Hebrew, Intermediate II</td>
<td>HBRJD-UA 4</td>
</tr>
<tr>
<td>Hindi, Intermediate II</td>
<td>MEIS-UA 408</td>
</tr>
<tr>
<td>Irish, Modern, Intermediate II</td>
<td>IRISH-UA 103</td>
</tr>
<tr>
<td>Italian, Intermediate II</td>
<td>ITAL-UA 12</td>
</tr>
<tr>
<td>Italian, Intensive Intermediate</td>
<td>ITAL-UA 20</td>
</tr>
<tr>
<td>Japanese, Intermediate II</td>
<td>EAST-UA 250</td>
</tr>
<tr>
<td>Japanese, for Reading Proficiency</td>
<td>EAST-UA 268</td>
</tr>
<tr>
<td>Korean, Intermediate II</td>
<td>EAST-UA 257</td>
</tr>
<tr>
<td>Korean, Intermediate for Advanced Learners</td>
<td>EAST-UA 282</td>
</tr>
<tr>
<td>Kreyol, Haitian, Intermediate II</td>
<td>LATC-UA TBD</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>CLASS-UA 6</td>
</tr>
<tr>
<td>Persian, Intermediate II</td>
<td>MEIS-UA 404</td>
</tr>
<tr>
<td>Portuguese, Intermediate II</td>
<td>PORT-UA 4</td>
</tr>
<tr>
<td>Portuguese, Intensive Intermediate for Spanish Speakers</td>
<td>PORT-UA 21</td>
</tr>
<tr>
<td>Quechua, Intermediate II</td>
<td>SPAN-UA 84</td>
</tr>
<tr>
<td>Russian, Intermediate II</td>
<td>RUSSN-UA 4</td>
</tr>
<tr>
<td>Russian, Grammar and Composition II</td>
<td>RUSSN-UA 6</td>
</tr>
<tr>
<td>Spanish, Intermediate II</td>
<td>SPAN-UA 4</td>
</tr>
<tr>
<td>Spanish for Spanish Speakers</td>
<td>SPAN-UA 11</td>
</tr>
<tr>
<td>Spanish, Intensive Intermediate</td>
<td>SPAN-UA 20</td>
</tr>
<tr>
<td>Swahili, Intermediate II</td>
<td>SCA-UA 124</td>
</tr>
<tr>
<td>Turkish, Intermediate II</td>
<td>MEIS-UA 504</td>
</tr>
<tr>
<td>Urdu, Intermediate II</td>
<td>MEIS-UA 304</td>
</tr>
</tbody>
</table>

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). 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.
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.
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
(Formerly Natural Science I.) Scientific knowledge has its basis in our natural curiosity about the world around us and our place in it. These courses approach the physical sciences with the intent of asking and trying to answer interesting questions, dealing with topics ranging from the origin of our universe and planet to how human activity affects our environment. Students consider the important roles played by laws of physics and chemistry in biology, earth and environmental sciences, astrophysics, and cosmology; 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
(Formerly Natural Science II.) The complexity of the biological realm continues to fascinate and challenge modern scientists, who are currently engaged in such diverse pursuits as exploring the organization and function of the brain, reconstructing the origin of the human species, linking the multiplicity of interactions in ecosystems, and deciphering the influence of heredity on complex traits. The courses in 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 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 freshman seminars (required of all first-year students) 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.

**Freshman Seminars**

The freshman seminars (FS), 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 freshman 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 freshman 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). Either way, the student must file a petition with the Committee on Undergraduate Academic Standards requesting the substitution; petition forms are available at cas.nyu.edu/page/petitions or in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

**Advanced Honors Seminars**

The advanced honors seminar (AHS) program extends the principles and approach of the freshman 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.
COLLEGE OF ARTS AND SCIENCE SEMINARS

General Information

Freshman and advanced honors seminars are offered in both the fall and spring terms, although most FS offerings are in the fall and most AHS offerings are in the spring.

Seminars are capped at 16 to 18 students. The students from two freshman 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/page/honorsprograms.

FRESHMAN 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.

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.

Literary Theory and Its Applications
FRSEM-UA 355 Maynard. 4 points.
Students read a selection of critical essays, mainly from the latter half of the 20th century, to learn to consider different approaches to literature. Their final project discusses a work of literature using one or more of the conceptual approaches they have studied. Emphasis is placed on learning how to analyze theoretical problems and improvise in applying them to new situations. Recommended for students interested in any area of the humanities.

The Writer in New York
FRSEM-UA 367 Passaro. 4 points.
We approach the city as a kind of super-literary event, a vivid aesthetic and social organism that enlarges and tunes the artistic imagination and the writer’s crucial powers of observation. We read primary sources and secondary commentary to examine how a number of writers have negotiated—and how the city has powerfully influenced—the fragile construction of their literary art and their personal identities. Readings from Whitman to James, from Crane to Millay to Fitzgerald, from the Beats to the Downtown writers to recent web postings.

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.

The Doctor’s Dilemma: Being Both Correct and Right
FRSEM-UA 379 Makover. 4 points.
Dr. Saul Farber, former Dean of the NYU School of Medicine, frequently cautioned that an action or a conclusion might be correct, but would it be right? Ethics, laws, and religious and cultural beliefs intersect in every medical encounter and healthcare issue and affect patients’ options and care. Topics: Should doctors help terminal patients die to relieve intractable suffering? Should doctors participate in executions or in the interrogation of terrorists? How much do we want to know about our genetic makeup? Who should pay for your healthcare? Students submit weekly essays and a long final paper.

America’s Role in International Affairs since World War II
FRSEM-UA 405 Sitrick. 4 points.
Begins with George F. Kennan’s classic book American Diplomacy, 1900–1950. Topics include the creation of the UN during the late 1940s and some of its more recent activities; the activities of the CIA; the Cuban Missile Crisis of 1962; American
involvement in Vietnam in the 1960s and early 1970s; America’s long involvement in the Middle East (including recent wars and the current relationship with Iran); the imperial presidency (comparing Arthur Schlesinger Jr.’s 1973 book on the subject with the actions of the Bush 43 administration); and the foreign policy challenges of the Obama administration.

**Branding: People, Places, Things**
FRSEM-UA 422 Lewis. 4 points.
Brands can be magical, prosaic, living, or dead. And while companies manicure them it’s up to us, the audience, to determine if they are successful. They live, breathe, grow, and sometimes (deservedly) die. Brands use a variety of rational and emotional tools to connect with us. Even the brand owners sometimes don’t really know what the glue is that cements the relationships with their audiences. We analyze what makes brands tick: how they’re created, and how time, technology, distribution, competitors, and consumers force them to change. We examine how branding has impacted politics and presidents. Finally, poses the question: how do we create, change, and live up to our own brands?

**Wiseguys, Spies, and Private Eyes: Heroes and Villains in American Culture, Film, and Literature**
FRSEM-UA 449 Friedfeld. 4 points.
Explores the ways in which specific American archetypes and themes are perceived and articulated—from the rugged Old West individualist, to the persevering underdog who becomes a boxing champ, to the evolving perceptions of government, to the Cold War-era uncertainty that spawned a generation of literary and celluloid superspies. Examines representations of heroes and villains in modern American popular culture and how great films and novels in three particular genres—detective, gangster, spy—influenced our understanding of these archetypes. Features Raymond Chandler’s Philip Marlowe, Mario Puzo’s (and Francis Ford Coppola’s) *The Godfather*, James Bond, and Batman.

**Political Cinema and Representation of the “Other”**
FRSEM-UA 463 Dotan. 4 points.
In contemporary war, the “other” is viewed not only as an enemy to be fought but, often, as one to be eliminated. How do filmmakers fight against or, alternatively, reinforce such deadly representations? We focus primarily on one of the world’s most conflict-ridden regions—the Middle East—but also explore films from Soviet Russia, Nazi Germany, France and the United States. Examines how the “other” is constructed politically, aesthetically, and ethically. Designed for anyone interested in filmmaking and film criticism and/or in contemporary politics and history.

**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?

**Gender, Sexuality, and the Law**
FRSEM-UA 480 Fischel. 4 points.
In the family, the impact of sex/gender law is felt in marriage, divorce, and family planning. In the workplace, the Civil Rights Act and its progeny have broadened opportunities for women, but not unequivocally. Similarly, Title IX has contained discriminatory practices in education, but courts have checked its substantive reach. Criminal law treats crimes associated with sexuality, rape, domestic abuse, and prostitution in unique and perhaps troubling ways. Finally, in all these spheres, gender identity and sexual orientation have a complicated relationship to sex. Analyzes contemporary doctrinal, judicial, and legislative developments.

**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 explosion 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  Prerequisites: 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.

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.

The History of Disbelief
AHSEM-UA 113  Stephens. 4 points.
Takes up an extended history of atheism and doubt (in the context of a history of religion). Moves from Greece, to the Hebrews and Rome, to India and Baghdad, and then back to Europe during the Renaissance, the Scientific Revolution, the Enlightenment, and the romantic period. Time is spent in England and America in the 19th century, when disbelief was being tied to radical politics, before moving on to the connection between disbelief and realism, modernism and postmodernism.

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” (about 12 main-path steps, including the emergence of atoms, simplest cells, animal societies, agriculture, the state). 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.
In your other classes this fall, you’ll learn what’s already in CAS majors. Our goal in this lab is to figure out what’s not in them—yet. MIT has its famous Media Lab 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.
Films include Barren Lives, The Scavengers, The Hour of the Star, Pixote, Bus 174, City of God, Babilônia 2000, and Black Orpheus. Topics: the nature of representation and the investments of author and reader in images of deprivation; connections of poverty with violence, stigmatization, and citizenship rights; and the ethical responsibilities of the artist, reader, and spectator.

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.
Africana studies at New York University is an interdisciplinary undertaking devoted to scholarship on the histories, political and cultural movements, institutions, economies, and identities of Africans and the African diaspora across the globe. The curriculum comprises interdisciplinary and cross-cultural teaching and research in the histories, cultures, economies, politics, and languages and cultural practices of Africans in Africa, the Americas (North and South), the Caribbean, Europe, Asia-Pacific, and the Middle East. The program is administered from within the Department of Social and Cultural Analysis, and it maintains close relationships with community programming and research activities at 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 Prior to 2016-2017 Academic Year**

The Africana studies major comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as listed below.

Two introductory courses—may be taken in any order:

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- One of the following: Approaches to Africana Studies (SCA-UA 101; offered periodically) or Cultures and Contexts: Africa (CORE-UA 505; offered every year) or Cultures and Contexts: The African Diaspora (CORE-UA 532; offered every year) or Cultures and Contexts: The Black Atlantic (CORE-UA 534; offered every year)

Seven elective courses as follows:

- Six designated Africana studies electives focusing on at least two of the areas listed below:
  - Arts: art history, dance, dramatic writing, film/cinema studies, music, performance studies, photography, studio art, and theatre
  - Humanities: history, literature, music, philosophy, religion, and African languages
  - Social science: anthropology, economics, linguistics, political science, psychology, and sociology
  - Science: medicine and public health
- One common SCA elective (a list will be available each semester)

Two research core courses:

- Strategies in Social and Cultural Analysis (SCA-UA 20)
- Senior Research Seminar (SCA-UA 90)

Internship Fieldwork and Internship Seminar (SCA-UA 40/SCA-UA 42) are no longer required but highly recommended and together can count as an elective; one Africana language course can count as an elective if taught by SCA faculty.
MAJOR/MINOR IN AFRICANA STUDIES

Major for 2016-2017 Academic Year and Thereafter
(Approved April 2016. Final details pending. Consult online CAS Bulletin 2016-2018 and departmental webpage for updated information. Students who entered CAS before fall 2016 may follow the new version of the major with departmental approval and advisement.) The new Africana studies major requires nine 4-point courses (36 points) completed with a grade of C or better, comprised of: Social and Cultural Analysis (SCA-UA TBD, replacing Concepts in Social and Cultural Analysis, SCA-UA 1); one course in Africana Studies designated as a Field Colloquium; one course in Africana studies designated as a Research Seminar; and six approved electives, four of which must be taught by SCA faculty. One of the following may be substituted for the Field Colloquium requirement: Approaches to Africana Studies (SCA-UA 101; offered periodically), or Cultures and Contexts: Africa (CORE-UA 505; offered every year), or Cultures and Contexts: The African Diaspora (CORE-UA 532; offered every year), or Cultures and Contexts: The Black Atlantic (CORE-UA 534; offered every year)

Minor
Five 4-point courses (20 points) are required for the minor in Africana studies. Students must take one of the following introductory courses: Approaches to Africana Studies (SCA-UA 101; offered periodically), or Cultures and Contexts: Africa (CORE-UA 505; offered every year), or Cultures and Contexts: The African Diaspora (CORE-UA 532; offered every year), or Cultures and Contexts: The Black Atlantic (CORE-UA 534; offered every year), plus four designated Africana studies elective courses. One Africana 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.

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 sca.as.nyu.edu/object/sca.related.honors.

COURSES

Introductory Core
Concepts in Social and Cultural Analysis
SCA-UA 1  Offered every semester. 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific/American studies, gender and sexuality studies, Latino studies, and metropolitan studies.

Approaches to Africana Studies
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. SCA-UA 101 is offered periodically; the Core courses are offered every year.
4 points.
Topics may include African retention in the Americas, the comparative study of slavery, the concept of creolization, an understanding of the black Atlantic, and the meaning of diasporic studies, as well as the use of history, sociology, linguistics, anthropology, literature, music, and the arts as ways in which the experiences of black peoples have been documented and transmitted.

Research Core

Strategies in Social and Cultural Analysis
SCA-UA 20  Offered every spring. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Research Seminar
SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1); either Approaches to Africana Studies (SCA-UA 101), or 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); and Strategies in Social and Cultural Analysis (SCA-UA 20). Offered every semester. 4 points.
Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in Africana studies.

Honors Program

Senior Honors Seminar
SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), one of the following introductory courses: Approaches to Africana Studies (SCA-UA 101), Cultures and Contexts: Africa (CORE-UA 505), Cultures and Contexts: The African Diaspora (CORE-UA 532), or Cultures and Contexts: The Black Atlantic (CORE-UA 534), 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.

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 director of internships.

Internship Fieldwork
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Ten hours of fieldwork are required. Offered every spring. 2 points.

Internship Seminar

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.

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 Identical 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 Afrodiaporic city and urban experience. Explores the contours of these urban matrices through special attention to historical categories that prepare us to theorize the way Afrodiaporic 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, 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 II (SCA-UA 122) 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 genre. 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.

**Related Courses**  
The following courses count as 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: Gender, Race, and Sexuality in U.S. History and Politics  
SCA-UA 230  4 points.

Ethnicity and the Media  
SCA-UA 232  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.

**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.

**ANTHROPOLOGY**  
African Literature  
SCA-UA 775  Identical to ANTH-UA 20. 4 points.

Peoples of Sub-Saharan Africa  
SCA-UA 776  Identical to ANTH-UA 101. 4 points.

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

**COMPARATIVE LITERATURE**  
The Postcolonial in African Literature  
SCA-UA 779  Identical to COLIT-UA 128. 4 points.

Colonialism and the Rise of Modern African Literature  
SCA-UA 781  Identical to COLIT-UA 850. 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.

African American Drama  
SCA-UA 785  Identical to DRLIT-UA 255, THEA-UT 605. 4 points.

Contemporary African American Fiction  
SCA-UA 786  Identical to ENGL-UA 254. 4 points.

Intro 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.
MAJOR/MINOR IN AFRICANA STUDIES

History of Contemporary Africa
SCA-UA 791  Identical to HIST-UA 567. 4 points.

History of Southern Africa
SCA-UA 792  Identical to HIST-UA 568. 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.

Religion, Race, and Gender
SCA-UA 849  Identical to HIST-UA 192. 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.

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.

SOCIOMETRY

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

TISCH SCHOOL OF THE ARTS

Theatre of the Black Atlantic
SCA-UA 835  Identical to THEA-UT 741. 4 points.
The Alexander Hamilton Center for Political Economy fosters the development of policy solutions to pressing domestic and international issues. The center’s teaching and research functions emphasize considerations such as the design of governing institutions, the development and distribution of human capital, and the means by which fundamental policy issues can be resolved or advanced through the promotion of efficient and effective solutions that are sensitive to political, economic, and social realities.

The center offers a number of undergraduate courses in political economy, in addition to a certificate program.

CERTIFICATE

The Alexander Hamilton Center Certificate is a unique credential that demonstrates highly developed skills in political economy analysis. Students interested in careers and/or graduate study in policy will benefit from the rigorous training in analytical methodology provided by the certificate course work.

Applications to the certificate program are rolling, although students typically apply in the spring of their junior year. (They may apply earlier if they have fulfilled the prerequisites.) The center welcomes applications from students of all majors. To be considered for admission to the program, students should have an overall GPA of at least 3.3. Students with lower GPAs will be considered if they have a strong recommendation from a faculty member affiliated with the center.

The prerequisites for admission are Quantitative Methods for Political Science (POL-UA 800), a course in microeconomics, and at least one Hamilton seminar.

The certificate program consists of four Hamilton seminars, in addition to POL-UA 800. Hamilton seminars taken prior to starting the program will count toward the certificate requirements. Students must earn at least a B in each of the seminars and participate in the Alexander Hamilton Center Junior Researchers Conference in May of their senior year. (Note that only one internship may be counted toward the certificate.)

Upon graduation from the College (September, January, or May), students are awarded one of two certificates: the Gold Hamilton Certificate is awarded to students who graduate with at least a 3.7 GPA, and the Silver Hamilton Certificate is awarded to those who graduate with a GPA between 3.3 and 3.7.

For more information about the certificate, please contact the program administrator, Mr. Chris Bowman, at 19 West Fourth Street, 2nd Floor; 212-998-8500.
American Studies

American studies, which is administered by the Department of Social and Cultural Analysis, is one of the country's leading programs for the study of U.S. culture and society. The core and affiliated faculty members, drawn from many Faculty of Arts and Science and Tisch School of the Arts departments and programs, constitute one of NYU's strongest faculty groupings. The program interprets "American" in a broad sense to include assessments of the historical role of the United States in the Americas and, more generally, in world affairs. Inasmuch as the program has a regional focus and a distinctive edge among other American studies programs, special attention is given to studies in urbanism and to New York in particular, a global city that comprises many world cultures.

FACULTY

Professors Emeriti
Pratt, Stacey, Walkowitz

Erich Maria Remarque
Professor of Literature
Harper

University Professor
Willis

Silver Professor
Dinshaw

Professors
Connolly, Dash, Dávila, Duggan, Livingston, Molotch, Morgan, Pellegriini, Ross, Sugrue, White

Associate Professors
Amkpa, Beltrán, Blake, Dent, Gopinath, Guerrero, Parikh, Ralph, Saldaña, Sandhu, Singh, Tchen, Tu, Zaloom

Assistant Professor
Saranillio

PROGRAM

Major Prior to 2016-2017 Academic Year

The American studies major comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as outlined below.

Two introductory courses—may be taken in any order:

• Concepts in Social and Cultural Analysis (SCA-UA 1)
• Approaches to American Studies (SCA-UA 201)

Seven elective courses:

• Six designated American studies courses; Internship Fieldwork/Seminar (SCA-UA 40/SCA-UA 42) are no longer required but highly recommended and together can count as an elective
• One common SCA elective; a list will be available each semester

Two research courses:

• Strategies in Social and Cultural Analysis (SCA-UA 20)
• Senior Research Seminar (SCA-UA 90)

Major for 2016-2017 Academic Year and Thereafter

(Approved April 2016. Final details pending. Consult online CAS Bulletin 2016-2018 and departmental webpage for updated information. Students who entered CAS before fall 2016 may follow the new version of the major with departmental approval and advisement.) The new American studies major requires nine 4-point courses (36 points) completed with a grade of C or better, comprised of: Social and Cultural Analysis (SCA-UA TBD, replacing Concepts in Social and Cultural Analysis, SCA-UA 1); one course in American studies designated as a Field Colloquium; one course in American studies designated as a Research Seminar; and six approved electives, four of which must be taught by SCA faculty. Approaches to American Studies (SCA-UA 201; offered periodically) may be substituted for the Field Colloquium requirement.
MAJOR/MINOR IN AMERICAN STUDIES

Minor
Five courses (20 points) are required for the minor in American studies: the introductory course Approaches to American Studies (SCA-UA 201), plus four electives from the American studies course offerings.

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.

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 [www.sca.as.nyu.edu/object/sca.related.honors](http://www.sca.as.nyu.edu/object/sca.related.honors).

COURSES

Introductory Core
Concepts in Social and Cultural Analysis
SCA-UA 1 *Offered every semester. 4 points.*
A gateway to all majors offered by the Department of Social and Cultural Analysis (SCA). Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific/American studies, Gender and Sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

Approaches to American Studies
SCA-UA 201 *Offered every fall. 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.

Research Core
Strategies in Social and Cultural Analysis
SCA-UA 20 *Offered every spring. 4 points.*
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Research Seminar
SCA-UA 90 *Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), Approaches to American Studies (SCA-UA 201). Offered every semester. 4 points.*
Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in American studies.

Honors Program
Senior Honors Seminar
SCA-UA 92 *Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), Approaches to American Studies (SCA-UA 201). Offered every fall. 4 points.*
American Studies (SCA-UA 201), 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.

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 director of internships.

Internship Fieldwork
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Offered every spring. Requires ten hours of fieldwork. 2 points.

Internship Seminar
SCA-UA 42  Corequisite: Internship Fieldwork (SCA-UA 40). Offered every spring. 2 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: Gender, Race, and Sexuality in U.S. History and Politics
SCA-UA 230  4 points.
Examines how gender, race, and sexuality shaped cultural and political policies and debates surrounding such case studies as the Salem witch trials; slavery, abolition, and lynching; U.S. imperialism in Puerto Rico and Hawaii; the politics of welfare and reproduction; cultural constructions of manliness, masculinity, and citizenship; and responses to the AIDS pandemic in a global context.

Ethnicity and the Media
SCA-UA 232  4 points.
Surveys some theoretical approaches to the study of images, paying particular attention to the intersection of history and ideologies or representation. Looks into the nature and politics of stereotypes; inquires into their reproduction through discourses, representations, and practices; and then specifically examines changes and continuities in images and representation of four minority groups—African American, Asian, Latino, and Native American—in the media.

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.

Marxist Cultural Theory
SCA-UA 240  4 points.
Studies founding texts in the Marxist critical tradition; reviews Marxist-oriented analyses of literary, musical, and visual productions; and considers recent work on the import of culture as lived experience. Examines how extensively Marxist thought informs contemporary scholarly criticism and encourages students to use elements of that thought in their own analytical work.

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 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.
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.
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 Popular Culture
SCA-UA 534 4 points.
The Latinized City, New York and Beyond
SCA-UA 540 4 points.
Topics in Latino Studies
SCA-UA 541 Offered every semester. 4 points.
Latino/a Art and Performance in New York City
SCA-UA 532 4 points.
Latino Politics in the U.S.
SCA-UA 542 Offered every fall. 4 points.
Class Warfare
SCA-UA 545 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
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.

Urban Environmentalism  
SCA-UA 631  4 points.

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

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

Ancient Studies

Adviser
Clinical Associate Professor Roth (Art History/Hebrew and Judaic 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.
The Animal Studies Initiative (ASI) offers NYU undergraduate students the opportunity to graduate with a minor in animal studies. The 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 declare a minor in animal studies, contact the adviser for animal studies at animal.studies.advising@nyu.edu.
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.

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 Delon. 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 Delon. 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.

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

David B. Kriser Professor of Anthropology
Ginsburg

Silver Professors; Professors of Anthropology
Harrison, Merry, Myers

Professors
Antón, Beidelman, Dávila, Disotell, Gilsenan, Grant, Martin, Rapp, Schieffelin, White, Wright

Associate Professors
Abercrombie, Bailey, Crabtree, Ganti, Khan, Rademacher, Rogers, Zito

Assistant Professors
Anderson, Das, Hansen, Higham, Oliphant, Stout, 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):

- Human Society and Culture (ANTH-UA 1)
- Human Evolution (ANTH-UA 2)
- Archaeology: Early Societies and Cultures (ANTH-UA 3)
- 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, Human Society and Culture (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. Joint anthropology-classics majors should also consult with Professor Rita Wright in the Department of Anthropology and the DUS in the Department of Classics for aid in developing their program of study.

**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 Human Society and Culture (ANTH-UA 1), Anthropology of Language (ANTH-UA 17), either Cultural Symbols (ANTH-UA 48) or 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: Bilingualism (LING-UA 18); Language, Literacy, and Society (LING-UA 20); Sex, Gender, and Language (LING-UA 21); African American Vernacular English: Language and Culture (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):
- Human Society and Culture (ANTH-UA 1)
- Medical Anthropology (ANTH-UA 35)
- Global Biocultures (ANTH-UA 320)

Anthropology elective courses (three courses/12 points), chosen from:
- Human Evolution (ANTH-UA 2)
- Health and Disease in Human Evolution (ANTH-UA 55)
- Emerging Diseases (ANTH-UA 80)
- Human Ecology (ANTH-UA 90)
- Anthropology of Gender and Sexuality (ANTH-UA 112)
- Race, Difference, and Social Inequality (ANTH-UA 323)
- Introduction to Forensic Anthropology (ANTH-UA 326)
- Human Rights and Culture (ANTH-UA 331)
- Culture through Food (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 Human Society and Culture (ANTH-UA 1), Human Evolution (ANTH-UA 2), and Archaeology: Early Societies and Cultures (ANTH-UA 3) 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, plus at least one graduate course, typically taken in the junior or senior year. 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. 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 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 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**

**Human Society and Culture**
ANTH-UA 1  Das, Ganti, Grant, Myers, Stout. 4 points.
Surveys the general aims, methods, and findings of modern cultural anthropology and its ties with the humanities and social sciences. Economic, political, and family organizations and systems of thought, including religion, are covered with equal attention to “primitive,” traditional, and modern complex societies, particularly non-Western societies.

**Human Evolution**
ANTH-UA 2  Includes laboratory. Antón, Bailey, DiStell, 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, White, Wright. 4 points.
Introduces contemporary archaeology, its theories, practices, and early societies and cultures. Examines current methodological and theoretical viewpoints of archaeological scholarship within the discipline of anthropology. Focuses on key transformations in cultural evolution, such as the origins of modern humans, the emergence of food production, and the development of complex societies, urbanism, and early states. Explores gender roles, landscapes and settlements, technologies, art, cognitive systems, urbanism, and state formation.

**Anthropology of Language**
ANTH-UA 17  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Das, Schieffelin. 4 points.
Introduces students to theories and methods for studying communicative practices across a range of societies and settings. Ethnographic studies focus on the role of language in regulating social relations, identity formation, power and politics, verbal art and performance, literacy and education in multilingual and multicultural settings, and the development of new media.

**Integrating Perspectives**

**History of Anthropology**
ANTH-UA 45  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Dávila, Ganti, 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. 4 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.

Sociocultural and Linguistic Anthropology

Language, Power, and Identity
ANTH-UA 16 Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Das. 4 points.
Examines how speakers enact their gender, sexuality, race, ethnicity, nationality, religion, and socio-economic class 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 and accent discrimination, multilingualism and youth counterculture, migration and code-switching, linguistic nationalism and xenophobia, and literacy and neo/liberalism in different areas of the world.

Slavery in Anthropological Perspective: Africa and the Ancient World
ANTH-UA 18 Identical to SCA-UA 18. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman. 4 points.
Surveys basic anthropological and sociological issues posed by the institution of slavery in Africa and ancient Greece and Rome, including problems of the change from simpler to more complex societies and economies; definitions of person, gender, race, work, and ethnicity; and the relations of ideology and cultural boundaries.

Anthropology and Classical Studies

ANTH-UA 19 Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman. 4 points.
Examines the ways in which anthropology has been employed by classical scholars to understand the society, beliefs, literature, and arts of ancient Greece. Reviews relevant works by anthropologists, sociologists, historians, philosophers, and literary critics, indicating both the advantages and the dangers of interdisciplinary research.

African Literature
ANTH-UA 20 Identical to SCA-UA 21. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman. 4 points.
Compares traditional oral literature and the writings of the colonial and postcolonial periods. Discussion of problems of translation, cultural relativity, and the search for identity as revealed through novels, poetry, and theatre.

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: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Beidelman, 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.

Witchcraft: An Anthropological Approach
ANTH-UA 31 Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman. 4 points.
Examines witchcraft through interdisciplinary study, including how theories of causation and reality are modified by culture and society and the way that
social theorists have judged witchcraft in relation to social stability, conflict, and change. Considers both nonliterate, non-Western examples and cases from Europe and New England where historians have made extensive use of anthropological techniques.

**Conversations in Everyday Life**
ANTH-UA 32  Prerequisite: Human Society and Culture (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 the theories and methods for analyzing the roles that talk plays in medical, work, and school settings, where miscommunication frequently occurs.

**Anthropology of Violence and the Law**
ANTH-UA 33  Prerequisite: Human Society and Culture (ANTH-UA 1) or Law and Society (LWSOC-UA 1). Merry. 4 points.
Law is fundamental to maintaining state power and to colonial expansion, yet also provides a way of dealing with conflict that does not require parties to use violence. Violence is a complicated concept, including both physical harm and cultural meanings. Examines law and violence in the context of non-state societies, colonialism, and postcolonialism, international law and human rights, alternative dispute resolution techniques, and practices of governmentality and audit.

**Salvation and Revolution**
ANTH-UA 34  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman, Myers. 4 points.
Examines revolutionary movements in both traditional and industrial societies in terms of how violence, coercion, prophecy, and radical thought impel social change. Analyzes utopian communities, prophetic movements, cargo cults, religious sects, and terrorism from various social scientific perspectives.

**Medical Anthropology**
ANTH-UA 35  Prerequisite: Human Society and Culture (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: Human Society and Culture (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.

**Family and Kinship**
ANTH-UA 41  Prerequisite: Human Society and Culture (ANTH-UA 1). Abercrombie, Beidelman, Khan, Myers, Rapp. 4 points.
Explores cross-cultural diversity in the organization of family life and kin relationships. Discusses how anthropology’s cross-cultural perspective helps illuminate new or controversial family arrangements in Western societies.

**Memory, Heritage, History, and Narrative**
ANTH-UA 43  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of instructor. Abercrombie. 4 points.
DEPARTMENT OF ANTHROPOLOGY

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.

**Ethnography and Ethnohistory of the Andes**
ANTH-UA 47  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of instructor. Abercrombie. 4 points.
Examines the archaeological record, iconography, painting, music, chronicles, archival documents, and the social and cultural legacies of living peoples in order to understand pre-Columbian societies and trace the transformation of indigenous societies under Spanish colonialism and republican rule. Also introduces contemporary ethnohistory of the region, including rural indigenous peoples and urban social life.

**Cultural Symbols**
ANTH-UA 48  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Beidelman, Myers. 4 points.
Surveys various symbolic systems, considering their use in myth, ritual, literature, and art and the kinds of anthropological theories applied to explain their power and forms. Approaches theory through case studies, providing a diverse view of world cultures. Emphasizes non-Western, nonliterate societies, though some material from the West is also used.

**Peoples of Sub-Saharan Africa**
ANTH-UA 101  Identical to SCA-UA 101.
Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman. 4 points.
Examines accounts of traditional ways of life, the history of colonial contact with Europe, and consideration of life in contemporary African states. Utilizes anthropological studies as well as historical works, novels, and autobiographies, many by African authors. African material is related to broader issues of social theory, ethnicity, social change, and the ties between culture, society, and values.

**Contemporary Issues in the Caribbean**
ANTH-UA 102  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. 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.

**Peoples of Latin America**
ANTH-UA 103  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Davila. 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.

**Anthropology of South Asia**
ANTH-UA 104  Formerly Peoples of India.
Prerequisite: Human Society and Culture (ANTH-UA 1) 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, nationalism, ethnic conflict, globalization, and popular culture.

**Anthropology of Europe**
ANTH-UA 111  Abercrombie. 4 points.
Explores cultural systems and social structures in modern European societies. Uses ethnographic case studies and film to examine issues such as ethnic and national identity, the impact on everyday life of shifting territorial and social borders, ritual, and religious behavior.

**Anthropology of Gender and Sexuality**
ANTH-UA 112  Identical to SCA-UA 112.
Prerequisite: Human Society and Culture (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.

Visual Anthropology
ANTH-UA 122  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Ganti, Ginsburg, Stout. 4 points.
Photography, film, and other visual practices as modes for representing culture and sites of cultural practice. Examines the emergence of, as well as the contestations around, the genre of ethnographic film and its relationship to wider debates about documentary and nonfictional film practice. Considers the relationship between representation, power, and knowledge as manifest in cross-cultural representation.

Anthropology of Media
ANTH-UA 123  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Ganti, Ginsburg, Stout. 4 points.
Examines the social and political life of media and how it makes a difference in the daily lives of people in production, reception, or circulation. Introduces such key concepts in social theory as ideology, hegemony, the public sphere, and the nation. Considers how the mass media have become the primary means for the circulation of symbolic forms across time and space and crucial to the constitution of subjectivities, collectivities, and histories in the contemporary world. Topics include the role of media in constituting and contesting national identities, in forging alternative political visions, in transforming religious practice, and in creating subcultures.

Anthropology of Art
ANTH-UA 125  Prerequisite: Human Society and Culture (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  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. 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: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Anderson, Beidelman, Das, Dávila, Ganti, Ginsburg, Grant, Hansen, Khan, Martin, Merry, Myer, Oliphant, Rademacher, Rapp, Rogers, 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.

Race, “Difference,” and Social Inequality
ANTH-UA 323  Identical to SCA-UA 323. Prerequisite: Human Society and Culture (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: Human Society and Culture (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.
Language and Law
ANTH-UA 329  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Schieffelin. 4 points.
Explores how speakers ranging from small children to litigants in courts attempt to settle their differences. Comparative materials illustrate theories of disputes and dispute resolution, examining the power of language and the language of power in a variety of settings (e.g., mediation, arbitration, trials). Class includes fieldwork trips to small claims court. Students audio-record cases and transcribe and analyze them according to different analytic perspectives.

Gender, Violence, and the Law
ANTH-UA 330  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Merry. 4 points.
Examines ways of theorizing gender and violence, including performative ideas of gender. Approaches the understanding of gender violence as a social problem and human rights violation as the outcome of social movements in the United States, Europe, India, and many other parts of the world. Considers the forms of intervention that have been developed in the United States and globally for diminishing violence against women, including policing, prosecution, and punishment.

Human Rights and Culture
ANTH-UA 331  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. 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: Human Society and Culture (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 continua” do (or do not) democratize social hierarchies. Employs ethnographic and interdisciplinary approaches.

Body, Gender, and Belief in China
ANTH-UA 350  Identical to RELST-UA 350.
Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Zito. 4 points.
Provides an extended and historical exploration of categories basic to social life such as gender, body, and family. Examines the images of family and positions of women in the classics; factors in ritualist and Taoist notions of body; and discusses changes in the practices of filiality over time. Analyses of secondary monographs are combined with work in primary sources.

Belief and Social Life in China
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: Human Society and Culture (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.

**Culture Through Food**
ANTH-UA 410  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Rogers. 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).

**Formations of Indigeneity**
ANTH-UA 605  Formerly ANTH-UA 320. Prerequisite: Human Society and Culture (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.

**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: Human Society and Culture (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, 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, 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. 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. 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 stockherders, learned to use metals, and developed complex social structures.

**African Archaeology**
ANTH-UA 218  Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3). 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).

**Discovering Archaeology in New York City**
ANTH-UA 225  Wright. 4 points.
Archaeological remains from 10,000 years ago to the beginning of the 20th century allow a different perspective on the city in time and space to emerge. Walking around its various boroughs, students learn that our modern landscape is vastly different from that of earlier eras. Along with our gains as a major cultural center, we assess some losses brought about by the destruction of aspects of the city’s past. In particular, students consider the meaning of stewardship in the context of urban development.

**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, White, Wright. Offered in the summer. 4 points.
Students live and work at the selected prehistoric or historic site, usually in eastern or midwestern North America. Students are instructed in field technique and laboratory procedures. Further background provided through staff and guest lectures.

**Biological Anthropology**

**Fossil Evidence for Human Evolution**
ANTH-UA 50  Prerequisite: Human Evolution (ANTH-UA 2) 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 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 Prerequisite: Human Evolution (ANTH-UA 2). 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.

Human Genetics
ANTH-UA 53 Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Disotell. 4 points.
In-depth analysis of the genetic component of human variability. Discusses mechanisms of inheritance, gene expression in individuals and populations, and alternative explanations for genetic variability. Explores the implications of modern advances in genetics, such as genetic engineering and gene therapy.

Primate 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. 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.

Health and Disease in Human Evolution
ANTH-UA 55 Prerequisite: Human Evolution (ANTH-UA 2) 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 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). 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 Disotell. 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.

**Human Ecology**

ANTH-UA 90  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Crabtree. 4 points.

Approaches human biology and culture as adaptations to varying external conditions. Case studies of several living peoples, contemporary and past biological communities, and prehistoric cultures provide the material for interpretation and evaluation of theoretical positions.

**Evolution of Language**

ANTH-UA 240  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. 4 points.

Topics include human evolution and the study of fossil humans, animal and primate behavior and communication, anatomy of the vocal tract, neuroanatomy, language acquisition, language universals, the origins and diversification of modern languages, and the origins of writing.

**Introduction to Forensic Anthropology**

ANTH-UA 326  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. 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, 512  Open to majors in anthropology with the permission of the instructor. Antón, Bailey, Disotell, 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**

Qualified anthropology majors may take graduate courses with the permission of the instructor of the course. Consult the current Graduate School of Arts and Science Bulletin and the department's website.
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 both art history and 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.
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
For students matriculating in CAS before fall 2016: The requirements are any four 4-point ARTH-UA courses (16 points) that do not overlap in content.
For students matriculating in CAS in and after fall 2016: The requirements are any five 4-point ARTH-UA courses (20 points) that do not overlap in content. These must include History of Western Art I (ARTH-UA 1) and one course focusing on the study of non-western art.

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

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 (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. Please request an independent study form from the departmental office in Silver Center, Room 303.
COURSES

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 313  Formerly French Art: Renaissance to Rococo, 1520-1770. Identical to MEDI-UA 313.  
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 ‘60s 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 Dubufet, 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 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.

Beginning 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.

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; 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.
Focuses on observation and documentation of a historical section of New York City from its foundation to the present. Students learn to read the historical stratigraphy of the city by using primary and secondary sources such as maps, prints, and panoramas, as well as City Council minutes and other printed documents. Features field walks.

Architectural Criticism
ARTH-UA 678 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.
Students read the work of prewar and postwar architecture critics, focusing on those who lived in New York City and those who wrote for the popular press. Thematic groupings of reviews—on the skyscraper, the museum, urban planning, and more—allows a comparison of critical language, approach, and taste, while also tracking changes in architectural style from 1900 to the present. Includes readings in architectural theory that attempt to define the styles of the past and present century. Students write three reviews themselves, including one on a building, shop, or urban plan of their choice. Offers both an alternative history of 20th-century New York City and an opportunity to think and write about architecture in a new and opinionated way.

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. Equip 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.
Asian/Pacific/American (A/P/A) studies examines the movements of people, goods, and ideas across the Atlantic and Pacific worlds. One of six programs in the Department of Social and Cultural Analysis (SCA), it provides an interdisciplinary approach to understanding the history and contemporary experiences of Asian/Pacific Americans in the Americas. The category of Asian/Pacific American includes people of East Asia, South Asia, Central Asia, Southeast Asia, and the Pacific Islands living in the United States, as well as in other parts of the Americas.

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

In coordination with A/P/A studies, the A/P/A Institute engages important artists, scholars, writers, and activists to campus. This provides the opportunity for discussion, performance, and reflection with students, faculty, and community members.
nine 4-point courses (36 points) completed with a grade of C or better, comprised of: Social and Cultural Analysis (SCA-UA TBD, replacing Concepts in Social and Cultural Analysis, SCA-UA 1); one course in Asian/Pacific/American studies designated as a Field Colloquium; one course in Asian/Pacific/American studies designated as a Research Seminar; and six approved electives, four of which must be taught by SCA faculty. 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) may be substituted for the Field Colloquium requirement.

**Minor**

Five 4-point courses (20 points) are required for the minor in A/P/A studies, distributed as follows: one introductory course—either 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 year)—plus four electives from the A/P/A studies course offerings. 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 (offered in, e.g., SCA, Nursing, Gallatin, or Steinhardt) 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.

**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 sca.as.nyu.edu/object/sca.related.honors.

### COURSES

#### Introductory Core

**Concepts in Social and Cultural Analysis**

SCA-UA 1  Offered every semester. 4 points.

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

#### 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 year.) 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.
MAJOR/MINOR IN ASIAN/PACIFIC/AMERICAN STUDIES

Research Core

Strategies in Social and Cultural Analysis
SCA-UA 20  Offered every spring. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Research Seminar
SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), either Approaches to the Asian/Pacific/American Experience (SCA-UA 301) or Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539), and Strategies in Social and Cultural Analysis (SCA-UA 20). Offered every semester. 4 points.
Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in A/P/A studies.

Honors Program

Senior Honors Seminar
SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), either Approaches to the Asian/Pacific/American Experience (SCA-UA 301) or Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539), Strategies in Social and Cultural Analysis (SCA-UA 20), 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.

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 director of internships.

Internship Fieldwork
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Ten hours of fieldwork are required. Offered every spring. 2 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), which may be related or on entirely different subjects.
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.

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.

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 electives for the Asian/Pacific/American studies major and minor. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.
MAJOR/MINOR IN ASIAN/PACIFIC/AMERICAN STUDIES

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

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

Ethnicity and the Media
SCA-UA 232 4 points.

Marxist Cultural Theory
SCA-UA 240 4 points.

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

GENDER AND SEXUALITY STUDIES
Transnational Feminism
SCA-UA 474 Offered in the fall. 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.
DEPARTMENT OF

Biology

www.biology.as.nyu.edu • Silver Center • 100 Washington Square East, Room 1009 • New York, NY 10003-6688 • 212-998-8200

Chair of the Department
Professor Small

Director of Undergraduate Studies
Associate Professor Siegal

Assistant Director of Undergraduate Studies
Clinical Professor Tan

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.

FACULTY

Professors Emeriti
Dowling, Stotzky

Provost, NYU Abu Dhabi; Professor of Biology
Piano

Dean for Science; Dorothy Schiff
Professor of Genomics
Purugganan

Dean of Science for NYU Abu Dhabi; Professor of Biology
Scicchitano

Silver Professor; Professor of Biology; Director, NYU Center for Developmental Genetics
Desplan

Professor of Biology; Director, NYU Center for Genomics and Systems Biology
Carlton

Carroll and Milton Petrie
Professor of Biology
Coruzzi

Professors
Azmitia, Blau, Borowsky, Broyde, Fitch, Ghedin, Mogilner, Rampino, Reiss, Rushlow, Small, Tranchina, Volk

Associate Professors
Birnbaum, Bonneau, Eichenberger, Gunsalus, Kussell, Rockman, Siegal

Assistant Professors
Christiaen, Ercan, Gresham, Hochwagen, Li, Mazzoni, Satija, Smith, Vogel

Clinical Professor
Tan

Clinical Associate Professors
Katar, Kirov

Clinical Assistant Professors
Brenner, Carrorza, Killilea, Parker, Schneider-Paolantonio

Distinguished Professor in Residence
DeSalle

Global Distinguished Professor
Rajewsky

Affiliated Faculty
Center for Neural Science
Aoki, Carter, Klann, Reyes, Sanes, Shapley

Department of Physics
Brujic

Department of Teaching and Learning (Steinhardt)
Kirch

NYU School of Medicine
Martin Blaser

New York Botanical Garden
Amy Litt, Dennis Stevenson

Cold Spring Harbor Laboratory
Rob Martienssen, W. Richard Mccombe

PROGRAM

Departmental Objectives
The department offers students the opportunity to explore the various areas of current biology. The major in biology is an integrated yet diverse program that builds a solid foundation in modern biology through 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 within the major.

- **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 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).

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 two additional 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

The two additional upper-level electives may be satisfied either by taking advanced biology courses (electives covering key areas of biology) or by taking additional reasoning, quantitative, or laboratory skills courses. A current list of advanced biology courses and of courses satisfying each 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 two additional 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
The two additional upper-level electives may be satisfied either by taking advanced biology courses (electives covering key areas of biology) or by taking additional reasoning, quantitative, or laboratory skills courses. A current list of advanced biology courses and of courses satisfying each 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/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 (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 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. Students must also plan and schedule carefully for their College Core Curriculum requirements (foreign language, expository writing, and Foundations of Contemporary Culture).

Global public health requirements (seven courses/28 points):

- Health and Society in a Global Context (UGPH-GU 10)
- Health Policy in a Global World (UGPH-GU 40)
- Environmental Health in a Global World (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 courses satisfying each area is maintained on the official web site of the Department of Biology.

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 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 and for all policies applying to the major (including those for transfer students), 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) or At the Bench: Applied Cell Biology (BIOL-UA 37)

**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), or Applied Genomics: Intro 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), or Current Topics in Earth System Sciences (BIOL-UA 332).
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 secure a faculty member to sponsor the research and to provide laboratory space and equipment. All research credits should be completed by the end of the junior year.

In addition to all courses required for the biology major, students pursuing honors must also complete the following three courses (8 points):

- One semester of either Independent Study (BIOL-UA 997, 998; 4 points per term) or Internship (BIOL-UA 980, 981; 4 points per term). Department approval of laboratory-based research is required. Research credit must be completed before registering for the thesis (BIOL-UA 999). Application forms are available in the department.
- Becoming a Scientist (BIOL-UA 995, 2 points): must be taken in the fall semester before graduation.
- Undergraduate Research Thesis (BIOL-UA 999, 2 points): must be taken in the final semester. Students prepare a written thesis based on the research results from their independent study or internship experience and defend the thesis at an oral examination before a faculty committee. Application forms, available at the biology departmental office, must be submitted by the beginning of the final semester.

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 I, II sequence. However, because of medical, dental, etc. school requirements, students on the pre-health track cannot place out of Principles of Biology.

AP (or equivalent international exam credits) in chemistry cannot count toward any majors or minors offered by the Department of Biology, or substitute for General Chemistry I, II (CHEM-UA 125, 126) wherever this sequence is a corequisite or prerequisite for any BIOL-UA course.

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.

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 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 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 in Fall and Spring. Tan. 4 points.
Introduces beginning health professional students to how the human body works and close inter-relationship 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 with a grade of C-minus or better (a grade of C or better is required to count toward any major or minor or the prehealth track); corequisite for BIOL-UA 12: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128). 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. 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 (CHEM-UA 125, 126). AP or any other advanced standing credit in chemistry is not an acceptable prerequisite. Prerequisite for BIOL-UA 22: BIOL-UA 21. Lecture and recitation. Offered in the fall and spring. Desplan, Siegal, staff. 4 points per term.
In-depth study of cell biology, with an emphasis on the molecular aspects of cell function. Topics include protein structure and synthesis, gene expression and its regulation, cell replication, and specialized cell structure and function. Provides an introduction to genomics and bioinformatics and examines developmental biology, evolution, and systems biology.
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). 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.

Urban Ecology
BIOL-UA 18  Prerequisites: 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  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). 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  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). 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); corequisite: Molecular and Cell Biology II (BIOL-UA 22). 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  Prerequisite: 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  Prerequisites: Genetics (BIOL-UA 30) and permission of the instructor. Laboratory. Offered in the spring. 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  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). 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  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22) and permission of the instructor. 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  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). 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). 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  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). 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, hypotheses 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  
Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). 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.

**Quantitative Methods in Human Genetics**

BIOL-UA 45  
Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). 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, II (BIOL-UA 21, 22) 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  
Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered in the fall.  
Reis. 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  
Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). 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, is emphasized. Laboratory exercises analyze ecological data and examples and provide extensive hands-on experience with ArcGIS, a professional GIS software package.

**At the Bench: Investigative Approaches to Microbiology**
BIOL-UA 70 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22), Microbiology and Microbial Genomics (BIOL-UA 44), and Immunology (BIOL-UA 50). Offered every fall. Carrozza. 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.

**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. Movshon. 4 points. See description under neural science.

**Bioinformatics in Medicine and Biology**
BIOL-UA 103 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). 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.

**Principles of Biology Laboratory**
BIOL-UA 123 Co-requisite: 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, II (BIOL-UA 21, 22), and Organic Chemistry I, II and Laboratories (CHEM-UA 225, 226). Offered every spring. 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 will 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: Introduction to Neural Science (BIOL-UA 100) and Organic Chemistry I and Laboratory (CHEM-UA 225). Co- or prerequisite: 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: 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). Co-requisite: 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.

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). Highly recommended: 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.

Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution
BIOL-UA 332 Identical to ENVST-UA 332. Offered in the spring. Rampino. 4 points.
See description under environmental studies.

Environmental and Molecular Analysis of Disease
BIOL-UA 500 Prerequisites: Fundamentals of Ecology (BIOL-UA 63) or Molecular and Cell Biology (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.
**Signaling in Biological Systems**  
BIOL-UA 970  
Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, BIOL-UA 22) and permission of the instructor. 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.

**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 standard biology track.

**Fall Special Topics Courses: Ecology Track**  
BIOL-UA 930, 932, 934  
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.

**Spring Special Topics Courses: Ecology Track**  
BIOL-UA 940, 942, 944  
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.

**Internship in Biology**  
BIOL-UA 980, 981  
Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, BIOL-UA 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, spring, and summer. 2 or 4 points.  
Field or laboratory research with a sponsor at an organization or institution in the metropolitan area other than the Department of Biology. Students with the necessary background in course work and who, in the opinion of the sponsor, possess intellectual independence and ability may register for an internship in some field of biology. The student must approach an individual at the organization or institution to obtain sponsorship and agreement to provide counsel and any necessary space and facilities for the research project. The director of undergraduate studies maintains a file of suitable opportunities and is available to help students identify organizations of interest. The student must submit a lab or research notebook and a final paper.

**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 (BIOI-UA 21, BIOI-UA 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. Intended primarily for biology majors. Offered in the fall, spring, and summer. 2 or 4 points.

Field or laboratory research with a faculty sponsor in the Department of Biology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for independent study in some field of biology. The student must approach a faculty member in his or her field of interest to obtain sponsorship and agreement to provide counsel and any necessary space and facilities for the research project. Requires a written report on the research.

Undergraduate Research Thesis  
BIOI-UA 999  Prerequisites: Independent Study (BIOI-UA 997 or 998) or Internship in Biology (BIOI-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 only. May not be used for biology major requirements. Offered in the fall, spring, and summer. 2 points.

For biology majors who have completed at least one semester of laboratory research (BIOI-UA 997 or 998, or BIOI-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

Prerequisite to all graduate courses: completion of Molecular and Cell Biology I, II (BIOI-UA 21, 22) and permission of the course instructor and the director of undergraduate studies. Any additional prerequisites are noted below.

Environmental Health  
BIOI-GA 1004  Identical to EHSC-GA 1004. May not be taken after BIOI-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.

Toxicology  

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

Bioinformatics for Biologists  
BIOI-GA 1007  Prerequisites: Introduction to Genomics and Bioinformatics (BIOI-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.

Advanced Immunology  
BIOI-GA 1011  Prerequisite: Immunology (BIOI-UA 50). Lecture. Reiss. 4 points.

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

Advanced Topics in Cellular and Molecular Immunology  
BIOI-GA 1020  Prerequisite: Immunology (BIOI-UA 50), or Advanced Immunology (BIOI-GA 1011), or permission of the instructor. Reiss. 4 points.

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

**Cornerstones of the Central Dogma**
BIOL-GA 1022  Prerequisite: 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  Prerequisite: Microbiology and Microbial Genomics (BIOL-UA 44) or Immunology (BIOL-UA 50). Lecture. Reiss. 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  Prerequisite: 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  Prerequisites or co-requisites: 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  Prerequisites: 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. Covers the role of neurotransmitters and growth factors in regulating brain plasticity. Stresses interactions between neurons, astroglial cells, and other nonneuronal cells. Summarizes animal and human studies of functional and structural recovery.

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. Piano, Rockman. 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, Paraganan. 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; and methods for the study of quantitative trait locus (QTL) variation and multifactorial systems.

Applied Genomics: Introduction to Bioinformatics and Network Modeling
BIOL-GA 1130 Open to upper-level undergraduate students. 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 Open to upper-level undergraduate students. Kussell. 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.

Mathematics in Medicine and Biology
BIOL-GA 1501 Identical to MATH-UA 255. Prerequisite: one semester of calculus or permission of the instructor. Peskin, Tranchina. 4 points.

Discussion of topics of medical importance using mathematics as a tool: control of the heart, optimal principles in the lung, cell membranes, electrophysiology, countercurrent exchange in the kidney, acid-base balance, muscle, cardiac catheterization, and computer diagnosis. Material from the physical sciences is introduced and developed.

Computers in Medicine and Biology
BIOL-GA 1502 Identical to MATH-UA 256. Prerequisite: Mathematics in Medicine and Biology (BIOL-GA 1501) or permission of the instructor. 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.
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.

Intended especially for students interested in the humanities, 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 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 non-economics students consists of six to seven courses, four to five in economics and mathematics plus two in business through Stern. Track B for economics students consists of four business courses in Stern. In each track, certain courses are always required.

**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, plus two in business through Stern). 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; www.cas.nyu.edu/page/petitions). Note that CAS students cannot pursue two cross-school minors, as this would greatly exceed the 16-point limit.

Track A of the business studies minor requires the following six to seven courses. Students may use AP or equivalent international credit to satisfy two out of these three requirements: macroeconomics, microeconomics, and calculus. Courses are 4 points unless noted otherwise. (Please consult departmental websites and sections in this Bulletin for course prerequisites, which are enforced.)
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):
  - 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)
  - Quantitative Methods in Political Science (POL-UA 800). Only for students majoring in politics or international relations.
  - Statistics for the Behavioral Sciences (PSYCH-UA 10). Only for students majoring in psychology.
- 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-UA 1) or Statistics for Business Control and Regression and Forecasting Models (STAT-UA 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-UA 103) or Statistics for Business Control and Regression and Forecasting Models (STAT-UA 103).

Notes on Track A (Non-Economics Track)

Notes on Advanced Placement (AP) and equivalent advanced standing credit: Students may use AP or equivalent international credit to satisfy any two out of these three minor requirements: Introduction to Macroeconomics, Introduction to Microeconomics, and calculus. When students have advanced standing credit in all three areas, they are advised to place out of the macroeconomics and microeconomics courses and take a calculus course at NYU.

No more than two courses of the six to seven required for the minor can be satisfied with advanced standing credit, and this AP or other credit can never be used for statistics, regression and forecasting, or any Stern courses.

Notes on the economics requirement: If students have Advanced Placement, International Baccalaureate, etc. credit in macroeconomics and/or microeconomics that they choose not to apply toward the minor, they are advised to take Introduction to Macroeconomics and/or Introduction to Microeconomics and forfeit their AP/
MINOR IN BUSINESS STUDIES

IB/etc. credit. Otherwise, they must take one or both of the second-year courses Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12). The prerequisites for these intermediate-level courses (found in the economics section of this Bulletin) are strictly enforced.

Only students who transition from LSP may satisfy this requirement with Economics I (ECI-UF 1001, 4 points) and Economics II (ECI-UF 1002, 4 points)

**Note on the statistics requirement:** The substitute courses MATH-UA 234, POL-UA 800, 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).

**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. 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. 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; www.cas.nyu.edu/page/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.

CAS students should note that all courses taken in Stern for this minor will count toward their 16-point limit on course work in the other divisions of NYU. Students seeking additional non-CAS, 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; www.as.nyu.edu/page/petitions.

In addition, 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.

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 and transcripts 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 towards the minor; for transfer students, AP and other advanced standing credit is treated exactly 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 towards 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.
The Department of Chemistry has a long tradition in the College of Arts and Science, dating back well before the founding of the American Chemical Society at New York University in 1876. Professor John W. Draper, the first president of the society and chair of the department, was a remarkable polymath: chemist, physician, philosopher, historian, and pioneering photographer.

The department has undertaken a major development plan, strengthening its faculty, instructional laboratories, course offerings, and research facilities in the areas of physical, biophysical, bioorganic, and biomedical chemistry, as well as in chemical biology, 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.
DEPARTMENT OF CHEMISTRY

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 as early in their academic careers as possible. Chemistry is a sequential subject with courses building on earlier courses. Delay in taking certain key prerequisite courses can make it impossible to complete a major in four years without summer attendance.

A grade of C or better in chemistry and the other required courses is required for the fulfillment of the chemistry or biochemistry major in the department. Students who do not have an average of 2.0 in departmentally required courses by the time they have completed 64 points in all courses 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)
- Calculus II (MATH-UA 122). Advanced Placement credit is not accepted for this major requirement, unless students presenting the credit (a score of 5 on BC Calculus) go on to take Linear Algebra or Calculus III at NYU.
- General Physics I (PHYS-UA 11). AP or other advanced standing credits are not accepted.
- General Physics II (PHYS-UA 12). AP or other advanced standing credits are not accepted.
Linear Algebra (MATH-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 on the graduate level or who have an interest in theoretical chemistry.

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 (concurrently with freshman 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 (e.g., for students who are undecided, are considering a major in biology or neural science, and/or are on the pre-health track).

The core, described above, provides a basic background in chemistry. Students normally are required to complete the courses in general chemistry, organic chemistry, physics, and calculus prior to entry into CHEM-UA 651, 652 (physical chemistry) in the third year. Alternative programs are also possible. It is strongly advised, however, that an advanced-level chemistry course be taken in the third year of study, allowing at least three more semesters to complete all major requirements.

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 such students for admission to schools of the health professions. The appropriate preprofessional adviser should be consulted for details.

**Major in Chemistry, B.A.**

*For students entering CAS in and after fall 2013:* 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. Please note that 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.

*For students who entered CAS prior to fall 2013:* 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 one advanced chemistry elective course for the B.A. degree. Please note that 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.**

*For students entering CAS in and after fall 2013:* 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. Please note that 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.

*For students who entered CAS prior to fall 2013:* 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), and Advanced Biochemistry (CHEM-UA 890). Please note that 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.

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.). Please note that CHEM-UA 997, 998 and 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.

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. 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 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.

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.

Laboratory Policy

Due to the potential hazard of any chemical experimentation, safety goggles, laboratory coats, and other protective gear must be worn at all times in the laboratories (but cannot be worn outside the laboratory). Laboratory equipment loaned to students must be replaced if damaged or broken. Students who do not return borrowed laboratory equipment at the end of a course are charged an additional fee, and their grade may be recorded as incomplete and not released until "checkout" is completed.
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.

**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. Offered in the fall. 5 points.

Emphasizes the theory and structures of covalent bonded materials and develops greater insight into reaction mechanisms, plus the challenges and creativity leading to scientific discovery.

**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 further extended to polyfunctional compounds such as carbohydrates.

**Physical Chemistry:**

**Quantum Mechanics and Spectroscopy**

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. Linear Algebra (MATH-UA 140) and/or Calculus III (MATH-UA 123) are strongly recommended. 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.

**Physical Chemistry: Thermodynamics and Kinetics**

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. Calculus III (MATH-UA 123) and/or Linear Algebra (MATH-UA 140) are strongly recommended. 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.

**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: 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 or corequisite: Biochemistry I (CHEM-UA 881). Laboratory. 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. 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.
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 AP Psychology credit. Offered in the fall, spring, and summer. Evans, Shatkin. 4 points.
Focuses on disease etiology, epidemiology, phenomenology, nosology, and diagnosis. Offers a critical review of common child and adolescent psychopathology and challenges social and cultural assumptions of what constitutes “normal” versus “pathological” behavior, cognition, and emotion. Students complete one practicum by participating with a clinician (psychologist or psychiatrist) during the evaluation of a child or adolescent patient at the NYU Child Study Center.

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.
For most of the past century, treatments for children and adolescents suffering from mental illness relied primarily on open-ended psychotherapies. Over the past 25 years new evidence-based treatments have emerged, including behavioral psychotherapies such as cognitive behavior therapy for anxiety and depression and dialectical behavior therapy for personality disorders. In addition, strong evidence supports the use of various pharmacological interventions for attention deficit/hyperactivity disorder (ADHD), mood and anxiety disorders, and autism. Students investigate each of these treatments by reading and analyzing much of the original research that established their efficacy.
Complementary and Alternative Mental Health
CAMS-UA 103  Offered in the fall, spring, and summer. Chai, Lewis. 4 points.
Examines the role of non-conventional care in the mental wellness of children, adolescents, and young adults. We survey the historical, clinical, and scientific aspects of mind-body treatments, biologically based alternative therapies, spirituality, and the traditional medical systems of China and India. In addition, we 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.
Examines the neurobiological and psychological effects of trauma on children, adolescents, and their families. We investigate the impact of physical, emotional, and sexual abuse and neglect, war, terrorism, natural disasters, bereavement, and medical illness. In addition, we explore the concepts of vulnerability and resilience to discover why most affected children successfully traverse their trauma. Finally, we discuss the treatment modalities commonly employed with traumatized children, adolescents, and their families.

Mindfulness and Mental Health
CAMS-UA 105  Offered in the spring. Desai. 4 points.
Have you ever accidentally locked yourself out of your apartment or walked to school or work realizing you have no recollection of what happened along the way? Where is our mind during moments like these, and how can bringing more awareness to ourselves lead to improvements in well being? Can paying closer attention to our thoughts change our brains? We define mindfulness, develop an understanding of its complex mechanisms, reveal 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. Young adulthood is a time of great promise, but the transition from child to adult is never easy. We examine 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, both personal and interpersonal. The final project requires students to promote an area of mental wellness on campus.

Skepticism and Proof: Research Methods in Child Mental Health
CAMS-UA 120  Offered in the fall and spring. Lucas. 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 examine published research, compare and contrast their knowledge with media reports, and draw their own conclusions. They design hypothetical research protocols and present them in a simulation of the research-funding application process. Topics include the apparent “epidemic” of certain diagnoses, the influence of the environment or 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.
Provides a broader understanding of the impact of attention deficit/hyperactivity disorder (ADHD) on children’s functioning and how behavioral treatments can improve their social, academic, and home life. The second summer session is a clinical practicum at the NYU Child Study Center’s Summer Program for Kids, offering 1. experience in applying behavioral principles and procedures and 2. discussion of the clinical expression of symptoms and treatment response. Extends these behavioral treatments to such commonly comorbid conditions as oppositional defiant and conduct disorder.

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, media and gaming violence and its influence on children and adolescents, 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. One required field trip to the NYU Child Study Center to view these tools in real-life clinical settings.

**Child and Adolescent Brain Development: Applications from Neuroscience to Practice**
CAMS-UA 141  Offered in the fall and spring. Montalto. 4 points.
Focuses on normal brain functioning, but presents such illustrative pathological developmental and dysfunctional conditions as developmental dyslexia, autistic disorders, and attention deficit/hyperactivity disorder. Considers three methods of examining brain-based activity: observation, assessment, and intervention. Students apply their knowledge of brain-based skill sets to understanding the environmental demands that children and teens confront, including learning in school, handling complex social interactions, and managing emotional reactions.

**The Adolescent Paradox: Emotions, Behavior, and Identity**
CAMS-UA 142  Offered in 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)?

**Sex Matters: Identity, Behavior, and Development**
CAMS-UA 143  Offered in the fall and spring. Jansen, Rege. 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. Liaw. 4 points.
An overview of child development. Seeks to understand 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 and spring. Berry. 4 points.
Examines how children negotiate such influences and challenges as celebrity misbehavior, media violence, bullying and privacy invasion on the Internet, and easily accessible drugs, and learn moral principles. Considers perspectives from developmental neurobiology, evolutionary biology, philosophy, and theoretical frameworks from cognitive and social psychology. Topics include gender, culture, socioeconomic status, education, and parenting and their influence on moral development from infancy through adolescence.

**Twentysomething**
CAMS-UA 146  Offered in the fall, spring, and summer. Diamond, Diaz. 4 points.
People in most countries 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. Critical analysis of this theory and exploration of 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 and spring.**  
Ferrari, Poe. 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.

**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 spring.** 4 points.

How culture, ethnicity, race, and minority status affect the mental health of children, adolescents, and young adults in modern America. Differing cultural views of mental health and illness and acceptance (or not) of mental health care. Topics: 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.

How children's development is influenced by chronic poverty, war, HIV/AIDS, child prostitution, and natural disaster. Topics include: children's advocacy, social determinants of mental health, trauma and resilience, the influence of culture, and the impact of child mental illness on public health.

**The Art and Science of Parenting**  
CAMS-UA 161  **Offered in 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? We study parenting styles in detail to identify qualities that foster healthy child development and review research on the importance of parenting practices within a family context. Consideration of 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.

Provides an overview of current research on divorce in American families. Emphasizes how divorce affects children and their capacity to grow into loving, well-functioning, relationship-forming adults. Theories of attachment, intimacy, and communication are examined in the context of successful and failed marital relationships. Consideration of both trauma and resilience.

**While You Were Sleeping**  
CAMS-UA 170  **Offered in the fall.**  
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 how to best establish a healthy sleep routine.

**Drugs and Kids**  
CAMS-UA 180  **Offered in the fall, spring, and summer.**  
Kamboukos, Bruzzese. 4 points.

Most individuals with substance use disorders began using during adolescence or even childhood. Briefly 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. Also considers prevention, treatment, and policy issues related to young people.
The Literature of Children and Adolescents
CAMS-UA 191 Offered in fall and spring. Marcus, Montalto. 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. Students explore these and other topics through a wide range of picture books, longer fiction, and relevant professional literature.

Advanced Seminars
Unless noted otherwise, the prerequisite for 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. DiMartino, Nishawala. 4 points.
Prepresents 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 at a local school where students work directly with children and adolescents with ASDs (three hours weekly).

Advanced Seminar: Eating Disorders
CAMS-UA 203 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Cheney, Vazzana. Weekly. 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.

Family systems theory emerged in response to individually oriented theories of human experience, development, and psychopathology. From a systems perspective, an individual is always embedded in networks of significant relationships, the most central of which is the family. Presents family systems theory as a powerful tool for understanding families and for working with children and adolescents. Special emphasis on 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 and spring. Angelouante, Mattia, Spindel. 4 points.
Examines anxiety disorders (such as phobias or obsessions and compulsions) by reviewing research and clinical data. How anxiety disorders develop, how they can be successfully treated, and what distinguishes anxiety from other mental health disorders. Students observe a diagnostic assessment of a child or teen with an anxiety disorder and debate the ethics 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.
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. Specific examples from adoption and foster care and adult attachment and their long-term effects on building satisfying relationships.

Advanced Seminar: Speaking Our Minds—Narrating Mental Illness
CAMS-UA 208 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the spring. Garey, Popkin. 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 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. Diaz, Gallagher. 4 points.
Through in-class discussion, assignments, and a lab placement at the NYU Child Study Center (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.

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. Diamond, Shatkin. 2 points per session.
For 12 weeks students undertake part-time, unpaid, supervised internships in various clinical and research settings focusing on child, adolescent, and family mental health. Sites include the NYU Child Study Center, in addition to NYU clinical and research affiliates. Students are mentored by an established faculty or professional staff member at placement sites. Weekly didactics 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. Various faculty.
The independent study program offers advanced 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 4 points.
Cognitive Neuroscience
PSYCH-UA 25 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 Applications
APSY-UE 2 4 points.
Survey of Developmental Psychology: Introduction
APSY-UE 10 3 points.
MINOR IN CHILD AND ADOLESCENT MENTAL HEALTH STUDIES

Theories of Personality
APSY-UE 19  4 points.

Abnormal Psychology
APSY-UE 1038  3 points.

Introduction to Personality
APSY-UE 1039  3 points.

Women and Mental Health: A Life-Cycle Perspective
APSY-UE 1041  3 points.

Sexual Identities Across the Life Span
APSY-UE 1110  3 points.

Psychology of Human Learning
APSY-UE 1214  4 points.

Developmental Psychology Across the Lifespan
APSY-UE 1271  3 points.

Adolescent Development
APSY-UE 1272  3 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.

Theories of Personality
APSY-GE 19  3 points.

Introduction to Language Disorders in Children
CSCD-UE 1207  3 points.

Language Development in the Preschool Years
CSCD-UE 1601  3 points.

Kids in Media Culture
MCC-UE 1018  4 points.

Populations at Risk for Mental Health Problems
NURSE-UN 242  2 points.

Strategies for Teaching Children with Challenging Behavior
SPCED-UE 1161  3 points.

Language Acquisition and Literacy Education
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 its multiple cultural and interdisciplinary contexts. The undergraduate program treats the study of cinema both as an art form and as a form of mass culture. The study of film, as an art, is concerned with the relationships among film style, narrative form, and the material practices that shape the medium. The study of film as mass culture explores how film reflects societal values and processes of social change. The department offers courses in the history, theory, aesthetics, and criticism of film, as well as film genres and techniques. Certain film courses given in the College of Arts and Science (CAS) may also be approved for the major or minor. Most of the Tisch courses include extensive film screenings and are supplemented by weekly academic departmental events open to all students. Students have access to certain Moving Image Archiving and Preservation (MIAP) courses and 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 the Bobst Library’s Avery Fisher Center for Music and Media provides additional resources. Finally, various New York City institutions make this an extraordinary environment for cinema studies.

**FACULTY**

**Professor Emeritus**
Michelson

**Professors**
Allen, Besser, Diawara, Lant, McCarthy, Polan, Stam

**Associate Professors**
Guerrero, Jimenez, Simon, Straayer, Streible, Weiss, Zhen

**Assistant Professors**
Choi, Jeong (NYU Abu Dhabi), Lee

**Visiting Assistant Professor**
Hassapopoulou

**Associate Teacher**
Weiss

**Affiliated Faculty**
Antonio (Film and Television/ TSOA), Ben-Ghiat (Italian Studies), Cortade (French), Dancyger (Film & Television/ TSOA), Ganti (Anthropology), Ginsburg (Anthropology), Iampolski (Comparative Literature and Russian), Murray (Media, Culture, and Communication/ Steinhardt), Sandhu (Social and Cultural Analysis), Shohat (Middle Eastern and Islamic Studies; Art and Public Policy/TSOA), Sieburth (French and Comparative Literature), Sturken (Media, Culture, and Communication/ Steinhardt), Zito (Religious Studies and Anthropology),

**Chair of the Department**
Professor Lant

**Director of Undergraduate Studies**
Associate Professor Straayer

**PROGRAM**

**Major**

The major in cinema studies consists of ten 4-point courses (40 points), 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) is the preferred gateway course for CAS students. Note: *Introduction to Cinema Studies (CINE-UT 10) is only open to officially declared majors/minors.*
- Film History: Silent Cinema (CINE-UT 15)
DEPARTMENT OF CINEMA STUDIES

• 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.

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) 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.

Minor in Asian Film and Media

A total of four 4-point courses (16 points) 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 107).
• 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 will be offered in alternating semesters. 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.
students with some of the major critical approaches in the field (for example, narrative theory, feminism, cultural studies, and genre). To this end, readings and screenings also provide a brief introduction to some critical issues associated with particular modes of film production and criticism (such as documentary, narrative, and the avant-garde).

**Film History: Silent Cinema**
CINE-UT 15  Second semester of study. 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 an art and mass culture. Investigates 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. 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. 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). 4 points.
Small enrollments allow for in-depth study of a specific topic (varies by semester) and encourages 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 consist 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 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.

**Film Criticism**
CINE-UT 600  4 points.
Demystifies the professional and 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.

**Writing Genres: Scriptwriting**
CINE-UT 145  Dancyger. 4 units.
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.

**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 away are available in Greece, Italy, and other Mediterranean sites.

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 general requirements, please see under honors and awards in this Bulletin.

**Study Away**
For study away opportunities, please see spring and summer study away courses under the department’s course offerings.
Latin

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.

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.

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.
Offering extensive readings from the prose works of Cicero, 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 Chaeraes and Callitrope, Longus’ Daphnis and Chloe, Heliodorus’ Ethiopian Tale, Lucian’s True History, Petronius’ Satyricon, and Apuleius’ 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. Emphasis is placed 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
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.

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.  
Examines the theory and practice of martyrdom in the West. Begins with a close study of the development of the martyrological discourse in classical, early Christian, early Jewish, and Muslim literature and culture. Also traces how the concept of martyrdom is deployed in modern culture in various phenomena, such as the “Columbine martyrs,” “martyrdom operations” (“suicide bombers”), political martyrdom, and modern notions of holy war.

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  
Extraction Field School, Cyprus  
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; and 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 for 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.
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) 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) 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), which must include Introduction to Comparative Literature (COLIT-UA 116), and 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 10 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 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 10 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

**Evolution of Literary Archetypes**
COLIT-UA 104  
*Offered every one to two years.*  
*4 points.*

Investigates such literary archetypes as Prometheus, Orestes, and Hippolytus as developed by modern authors from the 17th century to the present. Consideration of Greco-Roman origins and transformation of different archetypes through succeeding epochs of Western civilization. Authors include Shakespeare, Racine, Alfieri, Shelley, Sartre, O’Neill, Gide, Giraudoux, and Eliot.

**Introduction to Comparative Literature**
COLIT-UA 116  
*Offered at least once a year.*  
*4 points.*

Required for all majors in comparative literature. Explores the theory of comparative literature from its inception as a discipline to the present. Readings vary 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, Frantz Fanon, Gail Rubin, Laura Mulvey, Fredric Jameson, Aijaz Ahmad, and Claude Levi-Strauss.
Topics in Film and Literature  
COLIT-UA 300  Offered every year. 4 points.  
Uses the tools of cultural studies to investigate cultural intersections of the modern period. Focus on the street in literature and film includes questions of cultural space, race, identity politics, gender, and territoriality in the metropolis. Represents cultural studies, film studies, black studies, and women’s studies.

Senior Seminar in Comparative Literature (Honors Thesis)  
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 semester. 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  
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  
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.

**FACULTY**

**Professors Emeriti**
M. Davis, Schonberg

**Silver Professors; Professors of Computer Science**
Berger, Cole, Cousot, Khot, LeCun, Wright

**Professors**
E. Davis, Dodis, Gottlieb, Grishman, Kedem, Mishra, Mohri, Overton, Perlin, Rappaport, Regev, Shasha, Shoup, Spencer, Yap, Zorin

**Associate Professors**
Barrett, Bonneau, Fergus, Geiger, Goldberg, Li, Siegel, Subramanian, Walfish

**Assistant Professors**
Cho, Panozzo, Sontag, Wies

**Clinical Professors**
Engel, Korth, Odeh

**Clinical Associate Professors**
Franchitti, Hull, Zahran

**Clinical Assistant Professors**
Bari, Bloomberg, Clayton, Kapp, Klukowska, Shepherd, Versoza

**PROGRAM**

**Policy on Declaration of Major or Minor**

Students must complete one CSCI-UA course with a recorded grade of C or better before they can declare any major or minor in this department, including the joint majors with mathematics and economics and the joint minor with mathematics. This policy applies to all NYU students, not just to those matriculated in CAS.

**Major in Computer Science**

The major requires twelve 4-point courses (48 points). Requirements include the following five courses (20 points) in the Department of Computer Science:

- 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)

The major also requires two courses (8 points) in mathematics:

- Discrete Mathematics (MATH-UA 120)
- 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.
- CAS students (in any major or minor) are not permitted to take computer science courses in the Tandon School of Engineering.
- 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 requirements below are for students who entered NYU in fall 2013 or later.

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)
• Microeconomics (ECON-UA 11)
• Macroeconomics (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**

For students matriculating in CAS in and after fall 2016, 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).

For students matriculating in CAS before fall 2016, 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)
- Either Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211)

**Minor in Web Programming and Applications**

For students matriculating in CAS in and after fall 2016, the requirements are these four courses (16 points) with a grade of C or better (not open to students in the Stern School of Business):

- 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).

For students matriculating in CAS before fall 2016, the requirements are any four courses (16 points total) offered by the Department of Computer Science and completed with a grade of C or better. Not open to students in the Stern School of Business.

**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 a joint 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 SOE. Further information and advisement are
available from Mr. Tyrell Davis, 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 to follow 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).

As of fall 2015, students are no longer required to take the designated honors version of two of the above computer science courses.

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 715 and 719 Broadway. Selected undergraduates assist in work on these areas at this facility.
DEPARTMENT OF COMPUTER SCIENCE

COURSES

Nonmajor Courses
Computers in Society
CSCI-UA 1  No prior computing experience is assumed. Not intended for computer science majors. Offered in the spring. 4 points.
Addresses the impact of the digital computer on individuals, organizations, and modern society as a whole, and the social, political, and ethical issues involved in the computer industry. Topics change to reflect changes in technology and current events. Features guest lecturers from various fields.

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 in 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 of 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.

**UNIX Tools**
CSCI-UA 468  Prerequisite: Computer Systems Organization (CSCI-UA 201). 4 points.
Examines UNIX as an operating system and covers the sophisticated UNIX programming tools available to users and programmers. Shell and Perl scripting are studied in detail. Other topics include networking, system administration, security, and UNIX internals.

**Object-Oriented Programming**
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), Basic Algorithms (CSCI-UA 310), and Linear Algebra (MATH-UA 140). 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.

**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, Bioinformatics, Building Robots, Computer Graphics, Machine Learning, Network Programming, Computer Vision, and Multimedia for Majors.

**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. 2 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.
Minor

The minor in creative writing offers undergraduates the opportunity to immerse themselves in the writing life with workshops, readings, internships, and events designed to cultivate and inspire. Our popular minor in creative writing provides students with an exciting progression of course work, ranging from an introduction to the fundamentals of the craft to more advanced explorations of specific forms and genres.

The program's distinguished faculty of award-winning poets and prose writers represents a wide array of contemporary aesthetics. 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.
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.

The introductory workshop and summer intensives may be taken only once for credit. All other workshops may be taken up to three times for credit.

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. 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
CRWRI-UA 816 (Intermediate Fiction Workshop), CRWRI-UA 817 (Intermediate Poetry Workshop), CRWRI-UA 825 (Intermediate Creative Nonfiction Workshop)

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 Florence: Poetry (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), or Live From NYU: American Poetry Now (FRSEM-UA 388), or equivalent. Workshop. Offered fall, spring, and summer. 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.

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), or Impossible Writing (FRSEM-UA TBA), or equivalent. 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 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 Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Fiction (CRWRI-UA 850), 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.

**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 Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Fiction (CRWRI-UA 850), or equivalent. Workshop. 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 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 Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Fiction (CRWRI-UA 850), 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.
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), or Live From NYU: American Poetry Now (FRSEM-UA 388), or equivalent. 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.

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 and special seminars led by New York-based writers and editors. Assignments encourage immersion in the city. Students work intensively to generate new writing and also attend a lively series of readings, lectures, literary walking tours, and special events.

Writers in Paris: Fiction or Poetry
CRWRI-UA 9818 (Writers in Paris: Fiction), CRWRI-UA 9819 (Writers in Paris: Poetry)
Workshop. Application required. Offered in the summer. 8 points each course.

Offer 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.

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. 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.
Drama, vitally connected with other arts and disciplines, provides a fitting focus of study in a liberal arts education. The special opportunities provided by New York as a world theatre center further energize the study of dramatic literature at NYU. This program, which is administered by the Department of English, brings together courses from across the university in dramatic literature, theatre production, acting, and playwriting. It offers all undergraduates survey courses in the theory and history of drama, as well as electives in more specific subjects. For our majors, the program provides a coherent program of study centered on the history of dramatic literature from its origins to the contemporary New York theatre scene. Majors supplement the study of dramatic literature with courses in theatre production, writing, acting, and cinema.

An honors program is available for qualified students, and course credit is offered for internships that allow them to apply their knowledge of dramatic literature and the theatre in a professional setting.
offered in a given term. The director 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) 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 Organizations
The English and Dramatic Literature Organization (EDLO): Students organize and manage their own informal discussions, as well as lectures, readings, and parties. All students interested in literature and drama, including nonmajors, are welcome to participate.

The Minetta Review: Students are invited to submit creative work in all literary genres and apply for membership on the staff of 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.
Topics include the emergence of new dramatic genres and forms, the relation between “high culture” and popular performance, the changing nature and activity of play-going, theories of character and action, the aesthetics of theatre production, the politics of representation, the globalization of theatre, and the urbanization of the performing arts, especially in New York. Eight to ten representative plays are read and discussed alongside various writing about the theatre.

Core Sequence for Majors
History of Drama and Theatre I, II
DRLIT-UA 110, 111 Restricted to dramatic literature majors; non-majors should take Introduction to Drama and Theatre (DRLIT-UA 101). 4 points per term.
Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. The first semester covers the major periods of Greek and Roman drama; Indian, Japanese, and Chinese classical theatre; medieval drama; theatre of the English, Italian, and Spanish Renaissance; and French neoclassical drama. The second semester begins in the late seventeenth century and draws from 18th-century comedy and classical German theatre, nineteenth-century works from Germany, Russia, 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.

Naturalism
DRLIT-UA 113 Identical to THEA-UT 705. 4 points.
A study of the origins and development of the most influential dramatic movements of the 20th century. Specific topics vary by term and instructor.
MAJOR/MINOR IN DRAMATIC LITERATURE

Modern Drama: Confronting the Audience
DRLIT-UA 114  Identical to THEA-UT 602.
4 points.
Questions what is at stake, politically, aesthetically, and philosophically, in the way works of theatre address (or seem not to address) their audience. Readings include plays by Henrik Ibsen, Georg Kaiser, Wyndham Lewis, Gertrude Stein, Bertolt Brecht, Samuel Beckett, Peter Handke, and Suzan-Lori Parks, as well as theoretical work by Stein and Brecht, Antonin Artaud, Walter Benjamin, Michael Fried, Bert O. States, Erika Fischer-Lichte, and Jacques Rancière.

Theory of Drama
DRLIT-UA 130  Identical to ENGL-UA 130.
4 points.
Explores the relationship between two kinds of theories: theories of meaning and theories of practice. Among the theories of meaning to be studied are semiotics, deconstruction, feminism, psychoanalysis, new historicism, and postmodernism. Theories of practice include naturalism, dadaism, futurism, epic theatre, theatre of cruelty, poor theatre, and environmental theatre. Foundational texts and representative plays.

Gay and Lesbian Theatre
DRLIT-UA 137  Identical to THEA-UT 624.
4 points.
A survey from The Boys in the Band to Angels in America. Focuses on plays and playwrights that have had a significant impact in the representation of homosexual life onstage. Examines the historical, political, and cultural developments from which gay theatre emerged, and the communities that emerged in the process of creating gay theatre.

Popular Performance
DRLIT-UA 138  Identical to THEA-UT 621.
4 points.
A reevaluation of a wide variety of European and American forms that, beginning in the 16th century, were separated from “high culture” theatre: fairground performance, commedia dell’arte, mummers’ plays, circus, pantomime, minstrel shows, vaudeville, and carnival, puppet, and mask theatre. What popular performance does differently than “high culture” theatre, how it does so, and to whom it addresses itself. Considers the central role of popular performance in 20th-century theatre.

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

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.

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.

Colloquium: Shakespeare
DRLIT-UA 230  Identical to ENGL-UA 415.
Assumes some familiarity with Shakespeare’s works. Beginning students should take DRLIT-UA 225.
4 points.
Explores the richness and variety of Shakespearean drama through an emphasis on the mastery of selected major plays. Six to eight plays are read intensively and examined thoroughly in discussion.
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 \(4\) points.
Approaches plays from the perspective of contemporary feminist theory. Topics 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. Readings from such authors as Maria Irene Fornes, Caryl Churchill, Sarah Daniels, Wendy Wasserstein, Ntozake Shange, Adrienne Kennedy, Susan Glaspell, Aphra Behn, Alice Childress, Tina Howe, Holly Hughes, Karen Finley, Darrah Cloud, and Suzan-Lori Parks.

Modern British Drama
DRLIT-UA 245 \(4\) points.
Studies in the modern drama of England and Ireland, always focusing on a specific period, a specific group of playwrights, a specific dramatic movement of theatre, or a specific topic. Among playwrights 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 \(4\) 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 \(4\) 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 \(4\) 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 \(4\) points.
Ranges from early minstrelsy to turn-of-the-century musical extravaganzas; from Harlem Renaissance folk plays to realistic drama of the 1950s; from the militant protest drama of the 1960s to the historical and experimental works of the present. Considers sociohistorical context and issues of race, gender, and class; of oppression and empowerment; and of marginality and assimilation. Playwrights include Langston Hughes, Alice Childress, Lorraine Hansberry, Amiri Baraka, Adrienne Kennedy, Charles Fuller, George C. Wolfe, Ntozake Shange, August Wilson, Suzan-Lori Parks, and Anna Deavere Smith.

Asian American Theatre
DRLIT-UA 256 \(4\) points.
Places plays in their historical and theoretical context and considers how Asian American drama and performance intersect with Asian American consciousness and experience. Works include Genny Lim’s \(Paper Angels\) and Chay Yew’s \(A Language of Their Own\). Orientalism, media representation, and theories of genealogy inform the discussion.

Political Theatre
DRLIT-UA 258 \(4\) points.
Socially engaged theatre exemplifying performance as a site of resistance, social critique, and utopianism.
MAJOR/MINOR IN DRAMATIC LITERATURE

Content may vary by semester, from an examination of activist forms including agit-prop, pageantry, epic theatre, documentary, street theatre, and women's performance art, to major theoretical perspectives and their practical translations since Brecht, including Boal and feminist and queer theory, to plays and productions by Clifford Odets, Bertolt Brecht, the Living Theatre, Bread and Puppet, Tony Kushner, Emily Mann, and others.

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.
The historical reinvention of European-based theatrical forms in the Americas through their continuous interaction with non-European cultural forms in the 20th century. Topics: the significance of modernist and postmodernist dramatic forms in cultures where industrial modernity is an insecure social context; oppositional theatre in relation to the historical use (or abuse) of theatrical spectacle as a political means to control peoples; “magical realism” as a social poetics of scarcity; and postcolonial theories of culture and art (hybridity, transculturation, and the “aesthetics of hunger”).

Theatre in Asia
DRLIT-UA 294  Identical to THEA-UT 744.
4 points.
Content varies by semester. The influence of major aesthetic texts, such as the Natyasastra and the Kadambo, in relation to specific forms of theatre. The dramatization of religious beliefs, myths, and legends when examined in a contemporary context. Other topics may include Middle Eastern performance, Japanese theatre, traditional Asian performances on contemporary stages, religion and drama in Southeast Asia, and traditions of India.

The Avant-Garde
DRLIT-UA 295  Identical to THEA-UT 731.
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 of Karpov, Oldenberg, and Whitman; conceptual self-works and solos of Vito Acconci, Karen Finley, Spalding Gray, and Diamanda Galas; and the work of avant-gardists such as Richard Foreman, Robert Wilson, Meredith Monk, Ping Chong, Mabou Mines, LeCompte's Wooster Group, and Pina Bausch.

Drama in Performance in New York
DRLIT-UA 300  Identical to ENGL-UA 132.
4 points.
Combines the study of drama as literary text with the study of theatre as its three-dimensional translation, both theoretically and practically. Drawing on the rich theatrical resources of New York City, students see approximately 12 plays, covering classical to contemporary and traditional to experimental theatre. Readings include plays and essays in theory and criticism.

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.

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.
Examines a new wave of dramatists who share a dark, desperate, depressive, yet humorous
MAJOR/MINOR IN DRAMATIC LITERATURE


Irish Dramatists
DRLIT-UA 700 Identical to THEA-UT 603, IRISH-UA 700. 4 points.
The rich dramatic tradition of Ireland since the days of William Butler Yeats, Lady Gregory, and the fledgling Abbey Theatre. Works by John Millington Synge, Sean O’Casey, Samuel Beckett, Brendan Behan, Brian Friel, Tom Murphy, Frank McGuinness, and Anne Devlin. Issues of Irish identity, history, and postcoloniality.

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.

Acting I
DRLIT-UA 637, 638 Identical to MPAET-UE 27, 28 and OART-UT 1906. Either term may be taken alone for credit. 2 points per term.
Class hours are spent in the practice of improvisation, pantomime, and theatre games, as well as brief scenes. Additional hours for rehearsal and performance of scenes.

Acting II
DRLIT-UA 639, 640 Identical to MPAET-UE 37, 38 and OART-UT 1907. Either term may be taken alone for credit. 2 points per term.
Emphasis on scene study and the analysis and performance of characters. Students may be cast and rehearsed by members of the directing classes in brief scenes performed on Friday afternoons and in evenings of one-act performances, as well as in staff-directed or supervised full-length productions.

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. Prerequisites: satisfactory work in Acting II (DRLIT-UA 639 or 640) or equivalent, and permission of the 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 THEA-UT 850. 4 points.
Through theatre games, structured improvisation, and beginning scene work, students exercise their imaginations, learn how to work as an ensemble, and develop a sense of their bodies as expressive instruments. Uses techniques developed by the most celebrated 20th-century theorists, such as Stanislavski, Grotowski, and Bogart (the same theories that underlie the training of the Tisch undergraduate acting conservatory). No prior experience necessary.
Fundamentals of Acting II
DRLIT-UA 650 Identical to THEA-UT 851.
Prerequisites: Acting I and II (DRLIT-UA 637 or 638 and DRLIT-UA 639 or 640), or Fundamentals of Acting I (DRLIT-UA 649), or permission of the instructor. 4 points.
A continuation of Fundamentals of Acting I, focusing on more advanced scene work. Students prepare a series of scenes, and a variety of advanced topics are covered, including text analysis, spontaneity, and character development.

Advanced Workshop in Playwriting
DRLIT-UA 840 4 points.
Principles and practice of writing for the theatre. Students are expected to write and rewrite their own plays and to present them for reading and criticism.

Electives in Cinema
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. Introduces the specific choices that a director must make to transform the printed word into a visual and auditory experience. Point of view becomes a challenge of camera shots; a described room becomes a matter of lighting, color, and sound; and the sense of time becomes a product of editing, rhythm, music, and splicing. Works may include Euripides’ Medea (Pasolini), Nabokov’s Lolita (Kubrick), Tennessee Williams’s A Streetcar Named Desire (Kazan), Paul Schrader’s Taxi Driver (Scorsese), Virginia Woolf’s Orlando (Potter), and Thomas Hardy’s Tess (Polanski).

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.

Film Aesthetics
DRLIT-UA 517 Identical to CINE-UT 120, CINE-UT 316. 4 points.
A historical and critical survey of a particular film aesthetic and its impact on film language, production, and culture. Topics include cinematography, camera movement, sound, color, studio art design, and editing.

Film Theory
DRLIT-UA 531 Identical to FMTV-UT 11. 4 points.
Examines the main schools of theory and asks, “What is cinema?” Overview of the basic theories developed by filmmakers (e.g., Eisenstein, Pudovkin) and theoreticians (e.g., Arnheim, Bazin, Metz). How theoretical concerns of cinema studies relate to the practice of filmmaking and film criticism.

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. In the 2-point course, the student is held to the same high standard as the student who is working for 4 points, but the investigation and the paper are of proportionate length.
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 among Department of East Asian Studies 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)

- Students must have at least one course in each of the three areas: China, Japan, and Korea.
DEPARTMENT OF EAST ASIAN STUDIES

- 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 two civilization courses (8 points) and two language courses (8 points) from non-NYU programs, if pre-approved by both CAS and the department.

Civilization Concentration

Students must complete nine East Asian Studies civilization courses (36 points). In this version, no language course points 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 Context 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 the 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 four civilization courses (16 points) 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.
- 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 list of which courses qualify will be provided each semester on the website.
- Courses listed as “electives” on the EAS departmental website course listings do not count toward the major; CAS Freshman 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 two transfer courses (8 points) may be 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.
- 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.
- 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.

**Honors Program**

**Eligibility:** Students must spend at least two full years in residence at the College of Arts and Science, completing at least 64 points of graded work in the College. Students must maintain a general GPA of 3.65 and a major average of 3.7.

**Requirements:** (1) Substantial completion of the major requirements (24 to 28 points), (2) major GPA of 3.7 or better, and (3) the student must register in his or her senior year for two semesters of independent study, at 4 points per semester (a total of 8 points), under the supervision of a departmental faculty member (or affiliate). This total of 8 points is in addition to the 36 points of the major. The 8-point honors sequence must result in a substantively researched thesis, normally 30 to 50 typed pages. The faculty supervisor and the subject of the honors thesis are chosen by the student in consultation with the director of undergraduate studies, who must approve the topic/adviser in the first semester of the honors sequence.

**COURSES**

The courses listed below are intended to show the range of choices available; students are not limited to these courses in fulfilling the major or minor.

**Language Courses**

**Elementary Chinese I**

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: Elementary Chinese II (EAST-UA 202, 9202) 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 relevant to today's China. Objectives are: to learn to apply formal linguistic expressions in speaking and writing; to acquire specialized vocabulary and patterns necessary for conducting formal discussions of 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  Prerequisites: 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 Prerequisites: 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 or 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 Prerequisites: 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 Prerequisites: 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 should 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
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 Yat-sen, 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.
Comparative coverage of three romantic classics: one Vietnamese (Tale of Kieu), 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, and the authority of parents and elders. 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. The former addresses the establishment of the Qin and Han dynasties; the latter chronicles the fall of the Han dynasty some four centuries later and the reconstitution of a unified realm.

Historical Epics of China and Japan
EAST-UA 726 Roberts. 4 points.
Comparative treatment of the two major military epics of China, 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 Commandment, 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.

**Major in Economics: General Information**

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 towards 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 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).

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), or Money and Banking (ECON-UA 231). One of them will count towards the core course requirement (above), and the other will count towards 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. 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 Intermediate Microeconomics (ECON-UA 10).

Introduction to Macroeconomics (ECON-UA 1) and Intermediate Microeconomics 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. 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 will be 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
DEPARTMENT OF ECONOMICS

the director of undergraduate studies in both departments for additional information. The requirements below are for students who entered NYU in fall 2013 or later.

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 requirements below are for students who entered NYU in fall 2013 or later.

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)
• Linear Algebra (MATH-UA 140)
• 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).

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.

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 (ECON-UA 227), or Money and Banking (ECON-UA 231)
• Intro to Econometrics (ECON-UA 266)
• Two electives (at least one of which must be a 300-level elective)
• The two honors courses, Honors Tutorial (ECON-UA 410) and Honors Thesis (ECON-UA 450)

Honors in Theory Concentration

• 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)
• Three electives (at least two of which must be 300-level electives)
• The two honors courses, Honors Tutorial (ECON-UA 410) and Honors Thesis (ECON-UA 450)

COURSES

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.
Topics: descriptive statistics; introduction to probability; sampling; statistical inferences concerning means, standard deviations, and proportions; analysis of variance; linear regressions; and correlation. Laboratory periods cover sample problems drawn primarily from economics.

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.
Topics covered include descriptive statistics, calculation of moments, probability theory, an introduction to distribution theory, and an introduction to inference. Lab sessions enable the student to run a wide variety of computer experiments and to simulate all distributions that are discussed, as well as to experiment with a variety of statistical procedures.
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 Mathematics for Economics II (MATH-UA 212). 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 in the fall. 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 in regression. Acquaints students with basic estimation theory and techniques in the regression framework and covers specification error tests, heteroskedasticity, errors in variables, and simple time series models. Introduces simultaneous equation modes and the concept of identification.

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.
Examine 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.

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?

Labor Economics (P, T)
ECON-UA 351  Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomic Analysis (ECON-UA 11). Offered every semester. 4 points.
Examines the determinants of wage and employment levels in perfect and imperfect labor markets, including the concept of education and training as human capital. Models of labor market dynamics are also examined, including those of job search and matching. The role of public policy in the functioning of labor markets is highlighted throughout.

Public Economics (P, T)
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 and 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
DEPARTMENT OF ECONOMICS

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 and Finance (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/or 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 wpanel and 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 to develop 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, the student 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.
Requirements

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

Students should have completed a rigorous college preparation program, including mathematics (at least through trigonometry), chemistry, and physics. Students are usually admitted to the program as freshmen and must be prepared to begin with Calculus I (MATH-UA 121) in the first semester of college. Given the highly structured curricula, transfer into the program after the first year is very difficult. Students must maintain satisfactory performance and must complete the required courses in a timely fashion to remain in the program. Their records are reviewed yearly by a faculty committee.
The Program

Students accepted into the program spend their first three years of study in the College of Arts and Science. In the first year at the College, the different curricula require many of the same foundational courses. This gives students time to consult with faculty in both CAS and the NYU Polytechnic 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 also 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 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 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 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.

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 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.
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:

- Four required core courses. These are Introduction to the Study of Literature (ENGL-UA 101), British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), and American Literature I (ENGL-UA 230). ENGL-UA 101 is a prerequisite for ENGL-UA 210, 220, and 230, but may be taken as a corequisite with permission of the instructor.
- One course in critical theories and methods. The following courses are typically used to fulfill this requirement: ENGL-UA 130, ENGL-UA 712, ENGL-UA 735, ENGL-UA 755, ENGL-UA 970.
• 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 411, ENGL-UA 415, ENGL-UA 440, ENGL-UA 445, ENGL-UA 450, ENGL-UA 500, ENGL-UA 505, ENGL-UA 510, ENGL-UA 512, ENGL-UA 515, ENGL-UA 950, ENGL-UA 951-953, ENGL-GA 1060, ENGL-GA 1061.

• One senior seminar. Students must first complete the four core courses 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.

The remaining three ENGL-UA courses (12 points) may be drawn from any combination of intermediate courses, advanced courses, or seminars.

**English Major, Track with a Specialization in Creative Writing**

A minimum of twelve 4-point courses (48 points), completed with a grade of C or better and distributed as follows:

- Five required core courses. These are Introduction to the Study of Literature (ENGL-UA 101), Reading as a Writer (ENGL-UA 201), British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), and American Literature I (ENGL-UA 230). ENGL-UA 101 is a prerequisite for ENGL-UA 201, 210, 220, and 230, but may be taken as a corequisite with permission of the instructor.
- Either one course in critical theories and methods (typically chosen from ENGL-UA 130, ENGL-UA 712, ENGL-UA 735, ENGL-UA 755, ENGL-UA 970), 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 411, ENGL-UA 415, ENGL-UA 440, ENGL-UA 445, ENGL-UA 450, ENGL-UA 500, ENGL-UA 505, ENGL-UA 510, ENGL-UA 512, ENGL-UA 515, ENGL-UA 950, ENGL-UA 951-953, ENGL-GA 1060, ENGL-GA 1061).
- One 4-point independent study with a Department of English faculty member (to produce a special creative writing project in poetry, prose, or a hybrid genre).
- One senior seminar. Students must first complete the five core courses 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.
- The remaining two ENGL-UA courses (8 points) may be drawn from any combination of intermediate courses, advanced courses, or seminars.
- Plus two courses in Creative Writing. Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815) is required, followed by one intermediate CRWRI-UA course.

**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:
  - British Literature I (ENGL-UA 210)
  - British Literature II (ENGL-UA 220)
  - American Literature I (ENGL-UA 230)
- Plus three additional ENGL-UA courses.

**Restrictions on Credit toward the Major and the Minor**

Courses used to satisfy requirements for the English major or minor may not be used to satisfy the requirements 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).
Honors Program

The requirements consist of:

• 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 choosing) 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.

Accelerated Bachelor’s/Master’s Program

The English department offers qualified students the opportunity to earn an accelerated master’s degree in conjunction with the bachelor’s degree. Please see the description of the program in the section on preprofessional, accelerated, and specialized programs in this Bulletin. Interested students should consult the director of undergraduate studies once they have completed 48 credits. To be considered, students must submit applications to the College Advising Center before they have completed 96 credits or six semesters, whichever comes first.

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.

Core Courses for Majors and Minors

Offered every term. Required for all English majors: ENGL-UA 101, 210, 220, and 230; majors on the creative writing track must take those four courses as well as ENGL-UA 201. Required for English minors: ENGL-UA 101 and one course chosen from ENGL-UA 210, 220, or 230.

Introduction to the Study of Literature
ENGL-UA 101 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.

Reading as a Writer
ENGL-UA 201 Prerequisite (or corequisite with permission of the 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.

British Literature I
ENGL-UA 210 Prerequisite (or corequisite with permission of the 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.

British Literature II
ENGL-UA 220 Prerequisite (or corequisite with permission of the instructor): Introduction to the Study
of Literature (ENGL-UA 101) or equivalent approved by the course instructor. 4 points. 
Survey of English literature from the Restoration to the 20th century. Close reading of representative works with attention to the historical, intellectual, and social contexts of the period.

American Literature I
ENGL-UA 230 Prerequisite (or corequisite with permission of the instructor): Introduction to the Study of Literature (ENGL-UA 101) or equivalent approved by the course instructor. 4 points.
Surveys the evolution of literary themes and forms from the period of European exploration through the Civil War, tracing distinctive traditions of writing and thinking that have shaped the development of modern literature and thought in the United States.

Courses in Literature for Majors and Minors and Open to All Undergraduates
The following courses are open to all undergraduates who have fulfilled the College’s expository writing requirement.

Studies in British Literature
ENGL-UA 60 Formerly Major British Writers. 
Offered periodically. 4 points.
Introduction to texts of the British literary tradition. Content will vary each term. Please consult the department’s undergraduate website for further information.

Studies in American Literature
ENGL-UA 65 Formerly Major American Writers. 
Offered periodically. 4 points.
Introduction to texts of the American literary tradition. Content will vary each term. Please consult the department’s undergraduate website for further information.

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

20th-Century British Literature
ENGL-UA 606  Offered periodically. 4 points.
Poetry, fiction, and drama since World War I. Selected major texts by modernist, postcolonial, and postmodern writers.

American Fiction, 1900-1945
ENGL-UA 635  Formerly American Fiction Before World War II. 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.

Asian American Literature
ENGL-UA 716  Formerly SCA-UA 301. Identical to SCA-UA 306, COLIT-UA 301. Offered every year. 4 points.
See description in the Asian/Pacific/American studies section of this Bulletin.

Tragedy
ENGL-UA 720  Identical to COLIT-UA 110, DRLIT-UA 200. 4 points.
See description in the comparative literature section of this Bulletin.

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 American Literature I (ENGL-UA 230). 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 American Literature I (ENGL-UA 230). 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 American Literature I (ENGL-UA 230). Offered periodically. 4 points.
Study of the development of black literary expression and critical thought in late-20th- and 21st-century writing.

Medieval Literature in Translation
ENGL-UA 310 Identical to MEDI-UA 310.
Prerequisite: British Literature I (ENGL-UA 210). 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: British Literature I (ENGL-UA 210). 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: British Literature I (ENGL-UA 210). 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.

Colloquium: Chaucer
ENGL-UA 320 Identical to MEDI-UA 320.
Prerequisite: British Literature I (ENGL-UA 210). 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.

Colloquium: Shakespeare
ENGL-UA 415 Identical to DRLIT-UA 230, MEDI-UA 415. Prerequisite: British Literature I (ENGL-UA 210) or History of Drama and Theatre I (ENGL-UA 125). Offered every year. 4 points.
Intensive reading of six to eight plays chosen from among the comedies, tragedies, and histories, with attention to formal, historical, and performance questions.

Colloquium: Early Modern Literature
ENGL-UA 445 Identical to MEDI-UA 445.
Prerequisite: British Literature I (ENGL-UA 210). Offered periodically. 4 points.
Topic varies each term. Consult the department’s undergraduate website for further information.

Colloquium: Milton
ENGL-UA 450 Identical to MEDI-UA 450.
Prerequisite: British Literature I (ENGL-UA 210). 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: British Literature II (ENGL-UA 220). 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.
Colloquium: Mid- and Late 18th-Century British Literature
ENGL-UA 501  Prerequisite: British Literature II (ENGL-UA 220). 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: British Literature I (ENGL-UA 210) 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.

Colloquium: The 18th-Century British Writer
ENGL-UA 515  Prerequisite: British Literature II (ENGL-UA 220). 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: British Literature II (ENGL-UA 220). 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: British Literature II (ENGL-UA 220). 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.

Colloquium: 19th Century
ENGL-UA 545  Prerequisite: British Literature II (ENGL-UA 220). 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: American Literature I (ENGL-UA 230). 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.

Colloquium: 19th-Century American Writers
ENGL-UA 565  Prerequisite: American Literature I (ENGL-UA 230). Offered periodically. 4 points.
Topic varies each term. Consult the department's undergraduate website for further information.

Modern Poetries in English
ENGL-UA 600  Formerly Modern British and American Poetry. Prerequisite: British Literature II (ENGL-UA 220) or American Literature I (ENGL-UA 230). 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 Literature and Culture
ENGL-UA 607  Prerequisite: British Literature II (ENGL-UA 220). 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: British Literature II (ENGL-UA 220) or History of Drama and Theatre II (ENGL-UA 126). Offered periodically. 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: British Literature II (ENGL-UA 220). 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: British Literature II (ENGL-UA 220). 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, considering 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.

Colloquium: James Joyce
ENGL-UA 625  Prerequisite: British Literature II (ENGL-UA 220). 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.

Colloquium: 20th-Century American Writers
ENGL-UA 626  Prerequisite: American Literature I (ENGL-UA 230). 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: American Literature I (ENGL-UA 230). 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 American Literature I (ENGL-UA 230). 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.

Colloquium: 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, history, and postcoloniality are engaged alongside an appreciation of the poetic achievements and theatrical innovations that characterize this body of work.

Colloquium: The Post-Colonial 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
thinkers associated with such modern movements as historicism, psychoanalytic criticism, feminism, queer theory, subaltern studies, post-colonial theory, deconstruction, affect theory, and eco-criticism.

**South Asian Literature in English**
ENGL-UA 721  Prerequisite: British Literature II (ENGL-UA 220). 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, Sidiwa, 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.).

**Readings in Contemporary Literary Theory**
ENGL-UA 735  Prerequisite: Introduction to the Study of Literature (ENGL-UA 101). Offered every year. 4 points.
Topic varies each term. Consult the department’s undergraduate website for further information.

**Representations of Women**
ENGL-UA 755  Identical to SCA-UA 734.
Prerequisite: Introduction to the Study of Literature (ENGL-UA 101). Offered every other year. 4 points.
Study of literary representations of gender as they intersect class, race, nation, and sexuality. Readings will likely include works by Mary Wollstonecraft, Phyllis Wheatley, Charlotte Brontë, Virginia Woolf, Jean Rhys, Toni Morrison, and others.

**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: completion of the four core courses Introduction to the Study of Literature (ENGL-UA 101), British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), and American Literature I (ENGL-UA 230), or permission of the instructor. 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.

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 the College of 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**

Beginning in fall 2016, the major in environmental studies (ES) requires nine 4-point courses (36 points). It no longer requires a minor (or a second major) in another department or an internship course, and is no longer divided into two distinct major tracks.

The requirements of the ES major are 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)
- 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 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)
- Environmental Activism (ENVST-UA 450)
- Water Governance (ENVST-UA 450)
- The Planet’s Last Frontiers (ENVST-UA 455)
- 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.

(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)
• 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)
• Fundamental Dynamics of Earth's Atmosphere and Climate (ENVST-UA 360)
• 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)
• Natural Science I: Energy and the Environment (CORE-UA 203)
• Natural Science II: Lessons from the Biosphere (CORE-UA 311)

(4B) Environmental values and society (ethics, history, politics):
• 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)
• Environmental Activism (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)
• 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)
Minors
The minor in environmental studies requires five 4-point courses (20 points):
- Environmental Systems Science (ENVST-UA 100)
- Environment and Society (ENVST-UA 101)
- Plus three courses from the list of ES major electives.

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; www.cas.nyu.edu/page/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.
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 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  Identical to BIOL-UA 500. Prerequisite: Fundamentals of Ecology (ENVST-UA 325, identical to BIOL-UA 63). 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  Identical to BIOL-UA 63. 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 Natural Science II: 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. Prerequisites: Calculus I (MATH-UA 121) or equivalent with a B-minus or higher. Recommended:
DEPARTMENT OF ENVIRONMENTAL STUDIES

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).

Biogeochmistry 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, Purves. 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). 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). 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). 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). 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. Green. 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 permission of the instructor. Offered every semester. Green, Jamieson, Jerolmack, Kanter, Rademacher, Schlottmann. 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. Green. 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.

European Environmental Policy
ENVST-UA 460  Identical to ENVST-UA 9460 at NYU Berlin. Prerequisite: Environment and Society (ENVST-UA 101). Offered every fall in New York and every spring at NYU Berlin. 4 points.
Historic overview and present reality of the European Union policy-making process and the implementation of environmental policy in the member states. The regulation of chemicals; waste management; air pollution; GMOs; and the international context of policies and laws.

Climate and Society
ENVST-UA 470  Prerequisite: Environment and Society (ENVST-UA 101); 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). 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). 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). 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. 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.

**Internship in Environmental Studies**
ENVST-UA 800 (or NODEP-UA 9981 in NYU Berlin, NYU Sydney, and NYU Washington, D.C.) Prerequisites: Open only to junior ES majors who have completed Environmental Systems Science (ENVST-UA 100) or Environment and Society (ENVST-UA 101). 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.

**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. Projects can be continuations of work performed in the Senior Capstone Seminar (ENVST-UA 900).
The Center for European and Mediterranean Studies offers an interdisciplinary major and minor in European and Mediterranean studies focusing on contemporary patterns of politics, culture, and society, as well as historical developments in Europe. Both the major and minor are designed for students seeking preprofessional training for careers in international business and finance, diplomacy, international law, and cultural organizations dealing with Europe. Although open to all students, the minor is especially suited to majors in European languages, history, or the social sciences. The center offers and supports a wide array of activities, including lectures, workshops, and conferences dealing with both Western and Eastern Europe. New York City, which is an international focus for diplomacy, finance, media, and cultural exchange, is an ideal setting for the center and enriches its programs.

### FACULTY

**Max Weber Chair for German and European Studies**

Professor Landfried

**Professors**

Fleming (History), Wolff (History)

**Associate Professors**

Geppert (NYU New York/NYU Shanghai), Shaw (European and Mediterranean Studies/Philosophy)

**Assistant Professors**

Gonick, Gross (History/European and Mediterranean Studies)

### PROGRAM

**Major**

With the help of the European and Mediterranean studies adviser, students prepare a preliminary program outline at the time they declare their major. Although there are no formal tracks, courses are normally organized around the interests of a student in one of two ways:

- an emphasis on contemporary European and Mediterranean societies—their problems and policies;
- or an emphasis on contemporary European and Mediterranean cultures—their ideas, values, and artistic and literary trends.

The program enables students to organize their courses around a practical or theoretical problem in contemporary European society or culture that is applicable to one or several countries. Examples of such problems are: 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. The problem, for which the tools of several academic disciplines should be applicable, will be the basis for the senior research thesis.

Ten 4-point courses (40 points) beyond the introductory level that deal with Europe and the Mediterranean must be completed with a C or better, as follows:

- Two courses in history
- Two courses in culture (literature, philosophy, art history, or cinema)
- Two courses in the social sciences (politics, anthropology, sociology, or economics)
- Two additional courses in any of the three preceding categories
- One senior honors seminar in European studies (EURO-UA 300)
- One independent study during the final semester, in which students complete and earn a grade for the senior thesis

The interdisciplinary senior honors seminar should be taken during the first semester of the senior year.
Majors are also required to complete at least one semester of study away. Students may petition the director of the center for exemption from this requirement.

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 an advanced-level language course. The alternative is to take a College of Arts and Science (CAS) placement exam and score above the intermediate level.

**Minor**

All students minoring in European and Mediterranean studies must demonstrate proficiency in at least one European language above the intermediate level (such as French, German, Italian, Portuguese, Spanish, or Greek). They must also 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. All course programs must be designed in consultation with the center’s undergraduate program adviser.

**B.A./M.A. Program**

This program offers qualifying majors in European and Mediterranean studies the opportunity to earn both the B.A. and the M.A. degrees at reduced tuition cost. By completing some of their graduate requirements while still undergraduates, students 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, and students choose from three tracks—European politics and policy, European culture and society, and Mediterranean studies. The master’s thesis may be a revision of the senior thesis project.

**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.

**Italian Colonialism**
EURO-UA 161  *Identical to HIST-UA 204,*  
ITAL-UA 164. 4 points.  
See description under Italian studies.

**Contemporary Italy**
EURO-UA 164  *Identical to ITAL-UA 166.* 4 points.  
See description under Italian studies.

**Topics: Immigration, Integration, and Inclusion. Transnational Policy, Politics, and Practice in Contemporary Europe**
EURO-UA 174  *Gonick.* 4 points  
Explores both the historical foundations of Europe’s contemporary approaches to immigration, and the various responses immigration has elicited in policy and practice. Approaches migration as political challenge and as everyday social experience. Considers theories undergirding integration and inclusion policy, including cosmopolitanism, multiculturalism, (new) racism, difference, and post-colonialism.

**History of Modern Ireland, 1800 to the Present**
EURO-UA 183  *Identical to IRISH-UA 183,*  
HIST-UA 183. Reilly. 4 points.  
See description under Irish studies.

**Role of Experts in the European Union**
EURO-UA 190  *Landfried.* 4 points.  
Introduces theoretical concepts for analyzing the role of science and expertise in democracies. Case studies include the Eurozone crisis and environmental policy. Concludes with proposals for addressing the irresolvable tension between democracy and expertise in the European Union.
Contemporary France
EURO-UA 288  Identical to FREN-UA 164.  4 points.
See description under French.

Europe in the Global 1960s
EURO-UA 292  Fichter.  4 points.
Situates the era’s well-known student activism in the context of such larger geopolitical events as the Cold War, de-Stalinization, decolonization, and the advent of mass/consumer culture. Investigates the lasting contributions of the ’60s generation, while simultaneously dissecting the myths that have developed around “1968.” Takes a holistic view, treating both Eastern and Western Europe.

Undergraduate Research Seminar
EURO-UA 300  Prerequisite: permission of the instructor. Offered in the fall. 4 points.
Trains undergraduates interested in European studies in approaches to research, in the sources and uses of research materials on Europe, and in the process of research.

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: 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.
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. In the twenty-first century, this centrality is more evident than ever before. 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, 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, 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 their ideas effectively to a broad and diverse audience.

**PROGRAM**

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., “Writing New York”) 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.

**International and English as a Second Language Students**

Students with non-U.S. visas who have not attended English-language high schools for four years will be placed into the appropriate writing course on the basis of a combination of standardized test scores. Some students will be placed into the International Writing Workshop I/II sequence (EXPOS-UA 4/9), successful completion of which satisfies the College Core Curriculum expository writing requirement (as well as the Core foreign language requirement). Other students will test into courses offered by the American Language Institute (ALI). All placement results must be honored.

The ALI Level 7 and 8 courses are cross-listed with the Expository Writing Program and offer CAS credit. These courses are Reading and Writing Workshop I (EXPOS-UA 20/ALI Level 7) and Reading and Writing Workshop II (EXPOS-UA 21/ALI Level 8). These courses are prerequisites to the International Writing Workshop I/II course sequences for students placed into them. Students with an ALI placement below EXPOS-UA 20 (Reading and Writing Workshop I/ALI Level 7) will be required to take a more intensive program with the ALI that will affect full-time status with CAS.
**EXPOSITORY WRITING PROGRAM**

**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: EWP permission/placement. A preliminary course in college writing for undergraduates for whom English is not a first language. Permission to register is based on a combination of standardized test scores. 4 points.

Provides instruction in essay writing while increasing fluency, sentence control, and confidence. Emphasizes pre-writing strategies (exploratory writing, reflective writing, free-writing) and provides practice in close reading and writing about experiential, written, and visual texts. Students learn to make use of evidence, ideas, and the incorporation of texts as they draft and revise essays of their own.

**International Writing Workshop I**
EXPOS-UA 4  Prerequisite: EWP permission/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). Students may not skip over International Writing I to enter this course. 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.

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 EWP. 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 EWP. 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.

Additional Courses for English as a Second Language (ESL) Students
Reading and Writing Workshop I
EXPOS-UA 20  Identical to Workshop in College English (DESL1-DC 9174) offered by the American Language Institute (ALI). Entrance by placement only. Does not satisfy the expository writing Core requirement and cannot substitute for International Writing Workshop I or II (EXPOS-UA 4 and 9). Students who place into EXPOS-UA 21 must complete it before entering International Writing I. 4 points.

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 1 (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).

Prepares English as a second language students to function comfortably in university classes and other situations in which formal written and spoken presentations are required. Develops skills in summary, discussion, and analysis of primary texts in fiction and non-fiction. Students master complex sentence structures and work on improving grammar and editing skills while receiving intensive feedback on clarity, coherence, and correctness.

Reading and Writing Workshop II
EXPOS-UA 21  Identical to Advanced Workshop in College English (DESL1-DC 9184) offered by the American Language Institute (ALI). Entrance by placement only. Does not satisfy the expository writing Core requirement and cannot substitute for International Writing Workshop I or II (EXPOS-UA 4 and 9). Students who place into EXPOS-UA 21 must complete it before entering International Writing I. 4 points.
Offers a more advanced level of instruction for near-fluent English as a second language students, preparing them for particular university situations in which formal written and spoken presentations are required. Develops skills in analysis of and commentary on primary texts in fiction and non-fiction, as well as in film and documentary. Students learn to analyze and synthesize ideas from multiple sources and practice argument and commentary while receiving intensive feedback on clarity, coherence, and correctness.
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.*  
Recent topics include: Nature, Objectivity, Liberation, Animal Humans, Utopias and Dystopias, Visible and Invisible Cities, Life and Death. Consult the Core Curriculum website for descriptions of each term’s offerings.

**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 semester. 4 points.*  

**Texts and Ideas: Antiquity and the Enlightenment**  
CORE-UA 403 *Offered every semester. 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, The Indian Ocean from Egypt to Sri Lanka, 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?
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 monotheism, 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: 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: 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: 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: The African Diaspora
CORE-UA 530 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: New World Encounters
CORE-UA 541 Offered every year. 4 points. How did indigenous cultures in Central and
Foundations of Contemporary Culture

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).

Societies and the Social Sciences: Topics in Interdisciplinary Perspective
CORE-UA 600 Offered occasionally. 4 points.
Examines social phenomena that cross the boundaries among the various social-scientific disciplines. Topics vary and may include human migration, religion, fascism, or colonialism. By considering the methodologies appropriate to the study of these topics, students learn to appreciate the characteristic approaches of the social sciences, their power to help us understand such phenomena, and their limitations.

Expressive Culture
Note that the prerequisite for all Expressive Culture courses is completion of 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 pulse 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 Remembrances 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.
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 (formerly Natural Science I), and Life Science (formerly Natural Science II). 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. 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 (Mathematics 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)
- Patterns in Language (LING-UA 6)
- Calculus I (MATH-UA 121)
Mathematics for Economics I (MATH-UA 211)
Honors Calculus I (MATH-UA 221)
Quantitative Methods in Political Science (POL-UA 800)
Introduction to Research Methods for Politics (POL-UA 850) (if taken fall 2016 or later)
Statistics for the Behavioral Sciences (PSYCH-UA 10)
Statistics for Social Research (SOC-UA 302) (if taken fall 2014 or later)
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 (8 points), Physics B (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 through 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 through any of the following options.

• Principles of Biology I (BIOL-UA 11) and Principles of Biology Laboratory (BIOL-UA 123)
• Human Evolution (ANTH-UA 2)

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. Stepp. 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. Stepp. 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. Jankowski, Stepp, Youngren. 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. 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. Sondjaja, Stepp. 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  
(Formerly Natural Science I)  
Physical Science: Energy and the Environment  
CORE-UA 203  Offered every semester. Jerschow, Kallenbach, 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 year. Adler, Brujic, Budick, Dvali, Sokal, 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 year. Adler, Cranmer, Mincer, Modjaz, 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 year. Adler, Grier, Haas, Stein. 4 points.
Do you know how electricity is generated? How instruments create music? What makes refrigerator magnets stick? For that matter, why ice skating is possible, or 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
(Formerly Natural Science II)

Life Science: Human Genetics
CORE-UA 303  Offered every year. Blau, 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, Glimcher, Hawken, Kiorpes, Suzuki. 4 points.
Begins with the basic elements that make up the nervous system and how electrical and chemical signals in the brain work to affect behavior. 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. Begins with the principles of chemical binding, molecular structure, and acid-base properties that govern the structure and function of biomolecules. Applies these principles to study the varieties of protein architecture and how enzymes facilitate biochemical reactions. Concludes with an overview of molecular genetics and how recent information from the Human Genome Project is stimulating new approaches in diagnosing disease and designing drug treatments.

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 other 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.

Life Science: The Brain: A User’s Guide
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. Siegal. 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.
Major in French

The Department of French offers a broad range of courses in the French language, as well as in the literatures, thought traditions, and civilizations of France and French-speaking countries, taught by a faculty of internationally recognized scholars and teachers. The Department offers a variety of majors and minors, all of which give students the double opportunity of mastering the language and of studying literature, culture, and civilization. The program promotes oral and written fluency in French, imparts strong analytical and interpretative skills, and works toward an enhanced understanding of cross-cultural exchanges. Most courses are taught in French. At the Maison Française, students can attend and enjoy films, lectures, and concerts, Café et Conversation and Ciné-Club events, and informal conversation groups, as well as take advantage of library facilities and a periodicals reading room. The Department of French is proud of the number of undergraduates who have been elected to Pi Delta Phi, the national French Honor Society.

Beyond the University community, the student of French can find a number of cultural activities that broaden understanding of the foreign perspective here in New York City. Students majoring or minoring in French are strongly encouraged to spend at least one semester at the NYU Global Academic Center in Paris, which provides immersion in French culture and offers courses with professors from the French university system as well as distinguished NYU faculty members.
B-minus or better (or an equivalent course or exam). No grade lower than C may be counted toward the major. The overall GPA in all French courses must be 2.0 or above. 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 major consists of nine 4-point courses (36 points) distributed as follows:

- **Written Contemporary French (FREN-UA 105) or Advanced Composition (FREN-UA 9106)**
- **Three core courses:**
  - At least one course from the two-course sequence Readings in French Literature I: From the Middle Ages to the French Revolution (FREN-UA 120) and Readings in French Literature II: From 1800 to the Present (FREN-UA 121).
  - The other core courses to choose from are: Approaches to Francophone Literature (FREN-UA 145), French Society and Culture from the Middle Ages to the Modern Period (FREN-UA 163), and Contemporary France (FREN-UA 164).
- **Four electives, as follows:**
  - Electives must focus on French and Francophone literature, film, civilization, and thought traditions, as in the department’s topics courses (FREN-UA 965/968), the content of which changes regularly.
  - With permission of the adviser or the director of undergraduate studies, students may take some electives at the same time as core courses, and/or substitute additional core courses or a graduate course for electives. Approved courses taken in French universities may count as electives.
  - Up to two electives may be advanced language courses 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), and Business French (FREN-UA 110).
  - A Senior Seminar (FREN-UA 991 or 992)

At least one of the courses completed in fulfillment of the major (either a core course or an elective) must focus on the period preceding 1800. Majors may count one of the department’s English-language courses toward the major, but only if they do the written work in French.

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 Francophone literature course in this department counts toward the GLS Advanced Global Cultures requirement.

Transfer students must complete at least five courses (20 points) of the nine courses required for the French major at the College of Arts and Science or at NYU Paris.

**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 courses (16 points) as follows:

- One advanced language course chosen from the following:
  - 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/Francophone literature or film (in French), 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):

- One introductory course: Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28)
- Sound and Language (LING-UA 11)
- Grammatical Analysis (LING-UA 13)
- And a total of two additional courses from two different fields of linguistics, chosen from the following (please see linguistics section in this Bulletin for course titles and descriptions):
  - Historical linguistics (LING-UA 14, LING-UA 17, LING-UA 76)
  - Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38)
  - Phonology (LING-UA 12)
  - Semantics (LING-UA 4)
  - Computational linguistics (LING-UA 3, LING-UA 24)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

**Minors in French**

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.

Students may choose one of four programs of study. They may minor in French studies, Francophone studies, French literature in translation, or literature in translation. No grade lower than a C counts toward any minor.

**French studies:** This minor consists of four courses (16 points) above the intermediate level to be determined in consultation with the director of undergraduate studies. Only courses taught in French can count toward this minor. With permission of the director of undergraduate studies, a course taught in English may be counted if the coursework is completed in French. This is an open and flexible minor; most students will take Conversation and Composition (FREN-UA 30) and Written Contemporary French (FREN-UA 105) as two of the four courses (unless they present equivalent coursework or place out), as they are prerequisites for more advanced literature and culture courses.

**Francophone studies:** This minor is for students with an interest in French-language literature and culture outside of France (e.g., in Africa, the Caribbean, Canada, the U.S., or the Far East). This minor consists of four courses (16 points). Approaches to Francophone Literature (FREN-UA 145) is required; the three other courses must be taught in French and chosen in consultation with the director of undergraduate studies. Most students will take Conversation and Composition (FREN-UA 30) and Written Contemporary French (FREN-UA 105) as two of the four courses (unless they present equivalent coursework or place out), as they are prerequisites for FREN-UA 145. With permission of the French department, a course taught in English can be counted toward this minor if the coursework is completed in French. Courses focusing on the literature or culture of France do not count toward this minor.

**French literature in translation:** This minor is for students who have an interest in French literature but do not yet have the linguistic preparation to read this literature in French. This minor consists of four courses (16 points) taught in English that focus on French literature. The courses are to be chosen in consultation with the director of undergraduate studies.

**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. This 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.
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 both semesters of the senior year (2 points in the fall, 2 points in the spring). 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. Final acceptance into the graduate sequence of the program is contingent on successful completion of the B.A., formal admission into the Graduate School of Arts and Science, and acceptance of the student’s application. For more information on the B.A./M.A. in French studies, please consult: www.ifs.as.nyu.edu/object/ifs.bama.

Facilities

La Maison Française: This attractive house in the old and picturesque Washington Mews is open to students of French. Programs of lectures and recreational activities free to all students interested in French are given here.

Institute of French Studies: Adjacent to La Maison Française in Washington Mews, the institute offers graduate courses in contemporary French society and culture that are open to undergraduates with special permission. The institute has a large newspaper and periodical collection and a wide range of videotapes; it also organizes frequent lectures and seminars by visiting scholars, political personalities, and business and administrative leaders from France.

NYU Paris

For NYU Paris, see information in the study away section of this Bulletin.

Internships

In addition to the basic requirements for the major, students also have the opportunity to participate in internships sponsored by the Department of French. Recent internships have been completed at the French cultural services office, the French music office, and the French film office. For more information, please contact the undergraduate administrative aide. Internships and independent studies do not count toward the French major, except with special permission of the department.
COURSES

Placement in French Language Courses
Refer to the department’s website for information on placement in French language courses.

Fulfillment 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  Prerequisites: 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. 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  Prerequisites: 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.

Conversation and Composition
FREN-UA 30  Prerequisite: Intermediate French II (FREN-UA 12) or Intensive Intermediate French (FREN-UA 20). Open to students who have completed the equivalent of a year’s intermediate level and to others by placement exam. Offered every semester. 4 points.

For students who wish to review and develop their French before taking advanced courses in language, literature, and civilization. Develops linguistic and cultural fluency through a variety of both oral and written exercises and activities.

Advanced Language Courses and Language Electives
Spoken Contemporary French
FREN-UA 101  Prerequisite: Conversation and Composition (FREN-UA 30), assignment by placement test, or permission of the department. Assumes a mastery of the fundamental structures of French. May be taken concurrently with Written Contemporary French (FREN-UA 105). Offered every semester. 4 points.

Helps the student to develop vocabulary, improve pronunciation, and learn new idiomatic expressions. Introduction to corrective phonetics and emphasis on understanding contemporary French through a study of such authentic documents as radio and television interviews, advertisements, and spontaneous oral productions.

Phonetics
FREN-UA 103  Prerequisite: Conversation and Composition (FREN-UA 30) or permission of the instructor. 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  Prerequisite: Conversation and Composition (FREN-UA 30), assignment by placement test, or permission of the department. Offered every semester. 4 points.
Designed to improve the student’s written French and to provide advanced training in French and comparative grammar. Students are trained to express themselves in a variety of 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.

**Translation**
FREN-UA 107  Prerequisite: Written Contemporary French (FREN-UA 105). 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.

**Advanced Techniques of Translation**
FREN-UA 108  Prerequisite: 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  Prerequisite: Conversation and Composition (FREN-UA 30) or permission of the department. 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  Prerequisite: Conversation and Composition (FREN-UA 30) or permission of the department. 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). Stresses group work in simulated business situations and exposure to authentic spoken materials.

**Core Courses (Conducted in French)**
The following courses are open to students who have successfully completed Written Contemporary French (FREN-UA 105), are assigned by placement test, or have the permission of the director of undergraduate studies.

**Readings in French Literature I: From the Middle Ages to the French Revolution**
FREN-UA 120  Prerequisite: Written Contemporary French (FREN-UA 105) or permission of the department. 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  Prerequisite: Written Contemporary French (FREN-UA 105) or permission of the department. 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.

**Approaches to Francophone Literature**
FREN-UA 145  Prerequisite: Written Contemporary French (FREN-UA 105) or permission of the department. Offered every year. 4 points.
Examines literature from a network of French-speaking countries that form a Francophone
space. Addresses the colonial past, as well as the anticolonial and postcolonial situations in which French colonialism is replaced by more complex relationships and ideologies. Special attention is paid to language and the role of the writer in elaborating a postcolonial national identity. Writers studied may include Edouard Glissant and Patrick Chamoiseau of Martinique, Jacques Roumain of Haiti, Ahmadou Kourouma of the Ivory Coast, and Assia Djebar of Algeria.

**French Society and Culture from the Middle Ages to the Modern Period**
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 *correspondances.*

**Contemporary France**
FREN-UA 164  *Offered every semester. 4 points.*
An introduction to French history, politics, and social relations from 1900 to the present. Attention is paid to the successive crises that challenged France’s stature, its national identity, and its republican model. Topics include the French political and social systems; France’s “exceptionalism” and relationships with Europe, the United States, and globalization; colonialism, immigration, and postcolonialism; and gender and class relations.

**Electives in French Literature and Civilization**
The following courses are conducted in French unless otherwise noted, and are open to students who have successfully completed Written Contemporary French (FREN-UA 105), are assigned by placement test, or have the permission of the director of undergraduate studies. When conducted in English, the following courses are open to all students, but French majors must reach an agreement with the instructor to complete written assignments and as many reading assignments as possible in French in order to receive credit toward their major requirements. French studies minors cannot count courses conducted in English toward their minor requirements; Romance language majors cannot count courses conducted in English toward the French portion of their major requirements.

**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, memoirists, and field trips, and multimedia presentations of music and art.

**La Belle Époque: Modes of Artistic Expression and Life**
FREN-UA 166  *When conducted in English, numbered FREN-UA 866. Offered periodically. 4 points.*
Focuses on the dazzling cultural life of turn-of-the-century Paris. Explores the ascent of symbolism, postimpressionism, art nouveau, cubism, futurism, and other creative concepts. Views the social, intellectual, and artistic aspects of the period through the works of contemporary writers, dramatists, and artists such as Zola, Huysmans, Maupassant, Proust, Colette, Apollinaire, Toulouse-Lautrec, Cézanne, Picasso, Debussy, Diaghilev, Sarah Bernhardt, and Gertrude Stein. Extensive use of audio and video material.

**The 18th-Century French Novel**
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 Thought from Montaigne to Sartre**
FREN-UA 562  *Offered periodically. 4 points.*
Deals with the various currents of ideas and the transformations in values, taste, and feeling that constitute French intellectual history from the early modern period and Enlightenment to the 20th century. Pays particular attention to the personality, writings, and influence of Montaigne, Descartes,
Montesquieu, Voltaire, Diderot, Rousseau, and Sartre.

19th-Century French Novel and Society
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.

Contemporary French Novel
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 Beckert’s sparse, complex narratives and Robbe-Grillet’s “new” novels. Works are studied with respect to structure, technique, themes, and language.

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 Barthes; precursors of the absurd such as Kafka and Céline; and practitioners of the absurd outside of France (such as Pinter, Albee, and Barthelme).

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).

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).

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.
Women Writers in France
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, and Marguerite Duras.

Topics in French Culture
FREN-UA 965  When conducted in English, numbered FREN-UA 865. Offered every year. 4 points.
For specific courses, please consult the current class schedule. Recent topics include Paris in history, art, and literature, and Paris and the birth of modernism.

Topics in French Literature
FREN-UA 968  When conducted in English, numbered FREN-UA 868. Offered every year. 4 points.
For specific courses, please consult the class schedule. Recent topics include French 17th-century masterpieces and the theatre of the absurd.

Interdisciplinary Course(s)
The Department of French sponsors the following interdisciplinary course(s) and, in some cases, cosponsors such courses with other departments. No knowledge of French is required. These interdisciplinary courses may be counted toward the minor in French literature in translation or toward the minor in literature in translation, but not toward the major in French or toward the minors in French studies or Francophone studies.

Cinema and Literature
FREN-UA 883  Identical to DRLIT-UA 504. Conducted in English. Does not count toward the major or minor in French but does count toward the minor in French literature in translation or the minor in literature in translation. Offered every semester. 4 points.
Exposes the student to various modes, such as expressionism, social realism, and the projection of the hero. One film is viewed per week and analyzed with reading assignments that include novels, plays, and poems. The objective is to exploit the potentiality of different media and to make vivid and intellectual the climate of Europe on which these media so often focus.

Special Courses
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.

Senior Seminar
FREN-UA 991, 992  Prerequisite: permission of the department. 4 points.

Senior Honors Thesis Seminar
FREN-UA 995  Prerequisites: FREN-UA 991 or FREN-UA 992 and permission of the department. 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.

Independent Study
FREN-UA 997, 998  Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.

Graduate Courses Open to Undergraduates
Courses in the Graduate School of Arts and Science are open to seniors with a 3.5 average in three 4-point courses (12 points) of advanced work in French. If these courses are offered toward the requirements for the baccalaureate degree, no advanced credit is allowed for them in the graduate school. Before registering for these courses, students must obtain the permission of the director of undergraduate studies. A complete list of graduate courses open to qualified seniors is available in the department each semester.
Gender and sexuality studies is administered by the Department of Social and Cultural Analysis (SCA), offering a broad interdisciplinary investigation of gender and sexuality as keys to understanding human experience. It encourages students to question the meanings of “male” and “female,” “masculine” and “feminine,” “straight” and “queer,” “deviant” and “normal,” in both Western and non-Western societies. Courses seek to explore the ways gender and sexuality come into being and shape social and cultural divisions such as race, class, dis/ability, religion, nationality, and ethnicity.

Major Prior to 2016-2017 Academic Year

The gender and sexuality studies major comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as listed below.

Two introductory courses—may be taken in any order:
- Concepts in Social and Cultural Analysis (SCA-UA 1)
- Approaches to Gender and Sexuality Studies (SCA-UA 401)

Seven elective courses:
- Six designated gender and sexuality studies courses; Internship Fieldwork/Seminar (SCA-UA 40/SCA-UA 42) are not required, but are highly recommended and together can count as an elective
- One common SCA elective; a list will be available each semester

Two research courses:
- Strategies in Social and Cultural Analysis (SCA-UA 20)
- Senior Research Seminar (SCA-UA 90)

Major for 2016-2017 Academic Year and Thereafter

(Approved April 2016. Final details pending. Consult online CAS Bulletin 2016-2018 and departmental webpage for updated information. Students who entered CAS before fall 2016 may follow the new version of the major with departmental approval and advisement.) The new gender and sexuality studies major requires nine 4-point courses (36 points) completed with a grade of C or better, comprised of: Social and Cultural Analysis (SCA-UA TBD, replacing Concepts in Social and Cultural Analysis, SCA-UA 1); one course in gender and sexuality studies designated as a Field Colloquium; one course in gender and sexuality studies designated as a Research Seminar; and six approved electives, four of which must be taught by SCA faculty. Approaches to Gender and Sexuality Studies (SCA-UA 401; offered periodically) may be substituted for the Field Colloquium requirement.

Minor

A gender and sexuality studies minor requires five 4-point courses (20 points): the introductory course Approaches to Gender and Sexuality Studies (SCA-UA 401), plus four electives from the gender and sexuality studies course offerings.
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.

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 sca.as.nyu.edu/object/sca.related.honors.

COURSES

Introductory Core

Concepts in Social and Cultural Analysis
SCA-UA 1  Offered every semester. 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific-American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

Approaches to Gender and Sexuality Studies
SCA-UA 401  Offered every fall. 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

Strategies in Social and Cultural Analysis
SCA-UA 20  Offered every spring. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Research Seminar
SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), Approaches to Gender and Sexuality Studies (SCA-UA 401), and Strategies in Social and Cultural Analysis (SCA-UA 20). Offered every semester. 4 points.
Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in gender and sexuality studies.

Honors Program

Senior Honors Seminar
SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), Approaches to Gender and Sexuality Studies (SCA-UA 401), Strategies in Social and Cultural Analysis (SCA-UA 20), 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.

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.

Internship Fieldwork  
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Offered every spring. Ten hours of fieldwork are required. 2 points.

Internship Seminar  
SCA-UA 42  Corequisite: Internship Fieldwork (SCA-UA 40). Offered every spring. 2 points.

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, and politics and activism, and intersections of historical hierarchies of race, gender, class, and nation with histories of sexuality.

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, and politics and activism, and intersections of historical hierarchies of race, gender, class, and nation with histories of sexuality.

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, and politics and activism, and intersections of historical hierarchies of race, gender, class, and nation with histories of sexuality.

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.
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.

Related Courses
The following courses count as 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  4 points.
Cultures and Economies
SCA-UA 234  4 points.
Couture/Culture: Fashion and Globalization
SCA-UA 253  4 points.

LATINO STUDIES
Latino/a Art and Performance in NYC
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.

ANTHROPOLOGY
Family and Kinship
SCA-UA 705  Identical to ANTH-UA 41. 4 points.
Anthropology of Gender and Sexuality
SCA-UA 711  Identical to ANTH-UA 112. 4 points.

CLASSICS
Sexuality and Gender in Greece and Rome
SCA-UA 818  Identical to CLASS-UA 210. 4 points.

COMPARATIVE LITERATURE
Classical Literature and Philosophy: Gender and Genre
SCA-UA 860  Identical to COLIT-UA 160. 4 points.

DRAMATIC LITERATURE
Gay and Lesbian Performance
SCA-UA 714  Identical to DRLIT-UA 137, THEA-UT 624. 4 points.
Feminism and Theater
SCA-UA 726  Identical to DRLIT-UA 240, THEA-UT 625. Martin. 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.
Conceptions of Gender in Ancient Egypt
SCA-UA 745  Identical to HBRJD-UA 138. 4 points.

HISTORY
Women in European Society Since 1750
SCA-UA 716  Identical to HIST-UA 196. 4 points.
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.
Race, Religion, and Gender in 20th Century France
SCA-UA 849  Identical to HIST-UA 192. 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.
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.

RELIGIOUS STUDIES
Religion, Sexuality, and Public Life
SCA-UA 812  Identical to RELST-UA 650. 4 points.

SOCIOLOGY
Sex and Gender
SCA-UA 704  Identical to SOC-UA 21. 4 points.
The Family
SCA-UA 724  Identical to SOC-UA 451. 4 points.
Sexual Diversity in Society
SCA-UA 725  Identical to SOC-UA 511. 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 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.

Major in German

The prerequisite for 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 or the director of language programs. Majors and minors will be assigned a departmental adviser, usually the director of undergraduate studies, with whom they should consult before registering each semester.

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 are to be distributed as follows:

- Two required courses at the 100 level:
  - German Conversation and Composition (GERM-UA 111)
  - Introduction to German Literature (GERM-UA 152)
• One optional third course at the 100 level, chosen from the following:
  • Advanced Composition and Grammar (GERM-UA 114)
  • German Culture 1890-1989 (GERM-UA 133)
  • Techniques of Translation (GERM-UA 153)
• Five or six courses above the 100 level (three of which may be in English)

Students are strongly encouraged to fulfill some of the program requirements through a semester 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," below, for details.)

With the permission of the director of undergraduate studies, up to 4 points of independent study 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)
• One additional course at the 100 level in conversation, composition, or culture
  • Introduction to German Literature (GERM-UA 152)
• One additional advanced literature course, in German, to be selected from among departmental offerings.

The linguistics part of this major is satisfied by taking the following five 4-point courses (20 points):

• One introductory course: Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28)
• Sound and Language (LING-UA 11)
• Grammatical Analysis (LING-UA 13)
• And a total of two additional courses from two different fields of linguistics, chosen from the following (please see linguistics in this Bulletin for course titles and descriptions):
  • Historical linguistics (LING-UA 14, LING-UA 17, LING-UA 76)
  • Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38)
  • Phonology (LING-UA 12)
  • Semantics (LING-UA 4)
  • Computational linguistics (LING-UA 3, LING-UA 24)
  • Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

Minor in German

The minor program requires five 4-point courses (20 points) in German, including at least two courses at the 100 level or above. All must be completed with a grade of C or better. Courses taught in English and independent study 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 a cumulative and major GPA 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 from 40 to 60 double-spaced pages in length. If it is written in English, the student must also write an abstract of approximately five pages in German. There will also be a presentation and oral defense of the senior thesis with a minimum of 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 Western Europe. The program features NYU courses, taught by NYU faculty, members of the Humboldt faculty, and Berlin’s wider academic community. The program is designed for students 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.

**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.

### 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 extensive 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 communicative methodology. Elementary-level courses introduce students to essential linguistic and social conventions of contemporary spoken German, with an emphasis on establishing conversational skills. Intermediate-level courses introduce more complex features of the language and focus on building reading and writing skills, while continuing to develop conversational ability.

**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 (GERM-UA 10), assignment by placement examination, or permission of the department. Offered every semester. 4 points.

**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 year. 4 points.
Required for the German major. Aims to improve students’ proficiency in writing and speaking German in three functional areas: description, narration, and argumentation. Grammar and vocabulary are reviewed and practiced as appropriate. Students examine and discuss texts of various genres, then draft and present work of their own in each genre. Discussion and writing components are closely coordinated. Activities include presentations, peer review, guided writing, and editing.

Advanced Composition and Grammar
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.
The works of Austrian writers, artists, architects, composers, and thinkers against the backdrop of the political and social climate of the Habsburg monarchy’s final years. Works from a wide variety of fields—including literary texts (poetry, prose, and drama), film, music, art, architecture, philosophy, and psychology—and study of such figures as Sigmund Freud, Arthur Schnitzler, Hugo von Hofmannsthal, Gustav Klimt, Arnold Schönberg, Gustav Mahler, Adolf Loos, Theodor Herzl, and Berta Zuckerkandl.

Introduction to German Literature
GERM-UA 152 Offered every year. 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. Literature-oriented courses at this level may count in fulfillment of the College’s minor in literature in translation. Many of these courses are cross-listed with other NYU departments or programs. No knowledge of German is required for courses at this level, and there are no prerequisites.

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.

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 Identical to COLIT-UA 180. 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 GERM-UA 152 or the equivalent 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.

**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 Humanitätstichtung as successive stages of the expansion of consciousness in an age in which Goethe was the central, but not the only significant, literary figure. Readings include Herder, *Von der Urpoesie der Völker* and selected poems; Lenz, *Die Soldaten*; Schiller, *Die Räuber, Kabale und Liebe, Maria Stuart*, and selected poems; and Hölderlin, selected poems.

**Faust**

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 *Urfauust* 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 contributes to, and possibly challenges, 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.
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 (CGPH; 41 East 11th Street, 7th floor; www.publichealth.nyu.edu). The CGPH 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.

### PROGRAM 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 three concentrations):
  - Biology concentration
  - Chemistry concentration
  - Prehealth concentration (open only to CAS students who entered CAS before summer 2015)

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.
disciplined field (chosen in consultation with a CAS departmental adviser to complement 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 (CGPH). 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; www.cas.nyu.edu/page/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, the CGPH 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 (CGPH). 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):
  - Human Society and Culture (ANTH-UA 1)
  - Medical Anthropology (ANTH-UA 35)
  - Global Biocultures (ANTH-UA 320)
- Anthropology elective courses (three courses/12 points), chosen from:
  - Human Evolution (ANTH-UA 2)
  - Health & Disease in Human Evolution (ANTH-UA 55)
  - Emerging Diseases (ANTH-UA 80)
  - Human Ecology (ANTH-UA 90)
  - Anthropology of Gender and Sexuality (ANTH-UA 112)
  - Race, Difference, and Social Inequality (ANTH-UA 323)
  - Introduction to Forensic Anthropology (ANTH-UA 326)
  - Human Rights and Culture (ANTH-UA 331)
  - Culture through Food (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 (CGPH). 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 (CGPH). 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.

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
COMBINED MAJORS IN GLOBAL PUBLIC HEALTH

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 (CGPH). 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):
  - Historical Interpretation (HIST-UA 101)
  - One capstone seminar (HIST-UA 400-499)
- History electives (four courses/16 points):
  - Four courses numbered above HIST-UA 101. At least one course must be taken in each of these three regions: U.S., non-Western, and European; and at least one must be a pre-1800 course.
- Combined major electives (two courses/8 points):
  - Two courses chosen from history and/or GPH, by advisement.

Global Public Health/Prehealth

Note: this major cannot be declared by students who matriculate in CAS in or after summer 2015.

Students pursuing this combined program will complete courses to fulfill the global public health/science major with a concentration in prehealth. The major prepares them to pursue professional studies in medicine, dentistry, public health, and nutrition, and encourages them to view the healthcare professions within a larger context.

Students should contact gph.prehealth@nyu.edu or Dean Julie Avina (julie.avina@nyu.edu) for all advising matters. Transfer students to CAS must complete at least half of this combined GPH major at NYU, with at least half of the CAS coursework required for the major completed at NYU. In addition, the CGPH requires that transfer credit cannot be used for more than one of the six core GPH requirements (the other five must be completed at NYU).

Applicants to schools of the health professions 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. Therefore, some transfer students may be required to complete more than half of the global public health/prehealth major at NYU to satisfy both of these rules, regardless of transfer coursework presented.

The major in GPH/science with a concentration in prehealth requires twenty courses (87 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 (CGPH). 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.
• Prehealth requirements (eleven courses/51 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 (CHEM-UA 881)
  • Principles of Biology I and II (BIOL-UA 11, 12), plus the 1-point Principles of Biology Lab (BIOL-UA 123)
  • General Physics I and II (PHYS-UA 11, 12)
  • Calculus I (MATH-UA 121)
  • English elective (ENGL-UA xx)
• Major electives (two courses/8 points):
  • Two additional electives must be completed in GPH and/or in prehealth.

**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 (CGPH). 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:
  • 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)
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; www.cas.nyu.edu/page/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 weighs the options for addressing these threats. Underscores 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; http://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 CGPH website at www.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, encompassing Hebrew language and literature as well as a full range of offerings in Jewish history, philosophy, and the arts. The department draws together the vast resources of New York University in this growing field. Courses are taught by a diverse faculty whose fields include biblical studies, post-biblical and Talmudic literature, modern Hebrew literature, history of the Jews in the medieval and modern periods, and Jewish philosophy and religion, as well as the history, politics, society, and culture of the modern State of 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 Israel and Jewish studies.

**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. A minor composed entirely of Hebrew language courses does not 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 Intensive Elementary Hebrew (HBRJD-UA 5), 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.
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.

Modern Hebrew Literature (in Hebrew)
Literature of the Holocaust
HBRJD-UA 690  In Hebrew. Offered periodically.
Feldman. 4 points.
Examines representations of the Holocaust in Hebrew
fiction and poetry. Among issues to be explored are
the differences between responses of the Jewish
community in Palestine at the time of the event
and later reconstruction by survivors and witnesses,
and the new perspectives added since the 1980s by
children of survivors, who have made the Holocaust a
central topic in contemporary Israeli culture.

Modern Hebrew Literature (in Translation)
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.

Israel: Fact through Film and Fiction
HBRJD-UA 780  In English. Identical to MEIS-UA 698.
Offered every other 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.

Jewish History and Civilization
Ancient Israel
CORE-UA 514  Offered every semester. Fleming,
Jasen, Schiffman, Smith. 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.

Sex, Gender, and the Bible
HBRJD-UA 19  Identical to RELST-UA 19. Offered
every third year. Feldman. 4 points.
Investigates a series of problems regarding the
mutual constitution of male and female in the
Hebrew Bible. Through close readings of a range of
biblical texts (narrative, law, wisdom literature), we
address such issues as the absence of the goddess in
monothemism, the literary representation of women
and men, the construction of gender ideals, and the
legislation of sex and bodily purity.

Introduction to the New Testament
HBRJD-UA 22  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. 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.

Archaeology of Ancient Egypt
HBRJD-UA 24  4 points.
Offers a survey of archaeological remains from
different periods in pharaonic history and prehistory,
and introduces the ways that archaeologists have
interpreted these remains. Students will read actual
site reports as well as more synthetic studies, and
become familiar with the history of field research in
Egypt.
Jewish Backgrounds to the New Testament
HBRJD-UA 25 Offered every year. 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.

Food and Identity in the Middle East and its Jewish Communities
HBRJD-UA 36 Offered periodically. 4 points.
An introduction to the study of the Middle East and its Jewish communities through an examination of culinary history and foodways. Particular attention will be paid to food as a marker of class, ethnic, and religious identity.

Global Jewish Communities: New York
HBRJD-UA 85 Offered every two years. 4 points.
Explores the historic impact of New York upon the Jews, and conversely, how the Jews since the seventeenth century have left their mark upon New York. Organized chronologically and examines the economic, political, cultural, and social symbiosis between the city and its massive Jewish population, which at its height constituted almost one-third of New York’s residents.

History of Judaism: The Classical Period
HBRJD-UA 100 Identical to HIST-UA 109, MEIS-UA 680, RELST-UA 680. Offered every year. Rubenstein. 4 points.
History of Judaism during its formative periods. Hellenistic Judaism, Jewish sectarianism, and the ultimate emergence of the rabbinic system of religion and law.

Introduction to Judaism
HBRJD-UA 102 Offered periodically. 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 other 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.

Foundations of the Christian-Jewish Argument
HBRJD-UA 106 Identical to MEDI-UA 160, RELST-UA 192. Offered every other year. Chazan. 4 points.
Illustrates the complexity of the medieval relationship between Jews and Christians by examining both Christian and Jewish perspectives and delineating the variety of responses within each religious community to the other. The primary focus is on the European Middle Ages, but the origins of the argument a millennium earlier are also considered.

Judaism: From Medieval to Modern Times
HBRJD-UA 111 Identical to HIST-UA 98, MEDI-UA 683, MEIS-UA 680, RELST-UA 683. Offered periodically. 4 points.
Intellectual-historical examination of continuities and discontinuities between medieval and modern Judaism as revealed in selected texts produced during the last thousand years. Emphasis is placed on how the interactions of Jewish thinkers with the cultures of their surroundings affected their understandings of Judaism.

The Jews in Medieval Spain
HBRJD-UA 113 Identical to HIST-UA 549, MEDI-UA 913, RELST-UA 113. Offered every other year. Chazan. 4 points.
The 700 years from the Muslim conquest of Spain in the eighth century to the expulsion of the Jews in 1492 saw the greatest levels of mutual toleration and coexistence among Jews, Christians, and Muslims achieved at any time during the Middle Ages. Uses
contemporary sources to introduce the history of this important Jewish community and its relationship to the Muslim and Christian societies that surrounded it. Considers economic, cultural, and religious interactions; mutual influence; and violent conflict.

Jews in the Islamic World in the Modern Period
HBRJD-UA 114  Identical to HIST-UA 521, MEIS-UA 616, RELST-UA 610. Offered every third year. Russ-Fishbane. 4 points.
The history of Jewish communities in the Middle East from the rise of the Ottoman Empire to the end of the 20th century. Topics include the organization and operation of Jewish communities; interaction between Jews and Muslims; the effects of the twin processes of modernization and Westernization; and the relocation of the vast majority of Middle Eastern Jewry to the State of Israel in the 20th century. Concludes with the Jewish communities that continue to live in the Middle East.

Biblical Archaeology
HBRJD-UA 120  Identical to RELST-UA 120. Offered periodically. Fleming, Smith. 4 points.
Methods and conclusions of archaeological research and excavation as applied to the Bible and history of Israel in antiquity. Topics include the historicity of the exodus and the Israelite conquest of Canaan, the empires of David and Solomon, and the nature of Israelite religion. Investigates how archaeology provides evidence for evaluating the Bible and reconstructing early Israelite history through the Babylonian exile.

Ancient Near Eastern Mythology
HBRJD-UA 125  Identical to MEIS-UA 607, RELST-UA 125. Offered every third year. 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, Smith. 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.

The Oldest Diplomacy: How International Relations Shaped the Ancient Near East
HBRJD-UA 127  Offered every third year. Fleming. 4 points.
The ancient Near East includes the world from Babylonia to the edges of Egypt, a region that gave us the two oldest writing systems in the world and the first explosion of cities and their civilizations. We enter its history through its international relations. Primary sources and modern scholarship.

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.

Ancient Egyptian Mortuary Traditions
HBRJD-UA 134  Offered every third year. Both. 4 points.
The mummies, tombs, and pyramids that furnish most of our evidence for life and society in ancient Egypt can be understood only in the context of the Egyptians’ beliefs about death. Surveys these beliefs and their evolution, examining translations of their mortuary texts and the art, artifacts, and architecture they created to deal with death.

The Land of Israel through the Ages
HBRJD-UA 141  Identical to HIST-UA 540, MEIS-UA 609, RELST-UA 609. Offered every other year. 4 points.
Surveys the history of the Land of Israel with special attention to its various inhabitants and cultures from prehistoric times to the present. Archaeological findings receive thorough attention.

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.

Judaism, Christianity, and Islam
HBRJD-UA 160  Identical to MEDI-UA 25, MEIS-UA 800, RELST-UA 102. Offered every other year. 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.

**Jerusalem: The City, the Shrine, and Conflict**

HBRJD-UA 165  Identical to MEIS-UA 810, RELST-UA 810. Offered every third year. 4 points.
Crucially important in the histories of three major religions, Jerusalem has become the focus of a bitter nationalist struggle between Arabs and Jews, Israelis and Palestinians. A home to 750,000 Jews and Arabs, it is an ethnically segregated but prosperous binational city. Surveys the history of Jerusalem, focusing on the late-Ottoman, British, partitioned Israeli and Jordanian eras, before considering the growth of a united city under exclusive Israeli control since 1967.

**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.

**Israel and American Jewry**

HBRJD-UA 174  Offered every other year. 4 points.
Relations between the Jewish community in Israel (including Palestine before the establishment of the state) and the American Jewish community from 1914 to 1992. Considers ideological issues as well as political and diplomatic developments. Concludes with an examination of the internal Israeli political debates that have invoked the greatest concern among American Jews: the Law of Return, the peace process, and "who is a Jew?"

**Jewish Migrations in the Modern Era**

HBRJD-UA 176  Identical to HIST-UA 809. Offered every other year. 4 points.
Since the 17th century, Jews have been involved in an ongoing process of shifting residences en masse from and within Europe, as well as from the Islamic lands. They have relocated to North and South America, South Africa, and Australia, as well as to Israel. Explores similarities and differences between Jewish and non-Jewish migrations, the causes and structures of the migrations, and the impact of migration on the various aspects of integration in the receiving societies.

**Zionism in Communist Europe**

HBRJD-UA 179  Offered periodically. Estraikh. 4 points.
The primary focus is on the Soviet Union, particularly on the emigration movement in the post-Stalinist period, but developments in post-Holocaust Poland, Romania, Czechoslovakia, Hungary, and Bulgaria are also considered. Concludes with a brief look at the immigrants in Israel.

**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 nineteenth 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?

**Ethnicity in the Jewish People in the State of Israel**

HBRJD-UA 181  Zweig. 4 points.
Interactions and relationships between the various Jewish ethnic groups in Israel: communities from the Middle East, North Africa, and Europe. Examines roots of ethnic identity and the influences of modernization and nationalism. Topics: the Zionist movement’s attitudes toward “negation of the diaspora,” the “melting-pot” approach to immigrant absorption during the 1950s and 1960s, the Sephardic protest, the identity struggle, ethnic politics, and the Russian and Ethiopian immigrations.

**Jewish Women in Modern History**

HBRJD-UA 185  Identical to HIST-UA 541. Diner. 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 will read secondary sources as well as memoirs, diaries, and letters.

**Immigration in Israeli Society**  
HBRJD-UA 186 4 points.  
Emphasizes the common denominators between those who came to Palestine and the Americas in the early 20th century. How was the decision to emigrate (whether to Palestine or to some other destination country) made? What role did Zionist ideology play in migration to Palestine? What was the profile of the Jewish immigrants to the destination countries? What obstacles did the migrants encounter in acting on their decision and how did they overcome them?

**Women in Israeli Society**  
HBRJD-UA 187 4 points.  
Studies the role of women from the end of the 19th century until today from historical, sociological, and legal perspectives. Topics include the myth of gender equality in Ottoman and Mandatory Palestine and later in the state of Israel; images of the “new Hebrew woman,” the reality and life of these women, and their contributions to the new Israeli society and culture; and concepts of gender and national identities.

**The Jewish Community in Palestine under Ottoman and British Rule**  
HBRJD-UA 188 4 points.  
Jewish national aspirations and waves of immigration and settlement from the 1880s. Topics: the British support for a Jewish nation; the changing demographic character of Palestine; the Zionist movement; cooperation and conflict with the Palestinian Arab population; the growth of Arab and Palestinian nationalism and the Arab response to British rule and the growth of Jewish society; and parallel Jewish demands for separatism and statehood.

**The War of 1948**  
HBRJD-UA 189 Offered every three years. 4 points.  
In the Palestinian and Arab collective memory, the war is engraved as the Nakba—the catastrophe—while Israel celebrates it as its day of independence. For both, it is the formative event of their history. In recent decades, Israel’s “New Historians,” alongside other researchers, have contributed to changes in the way historians, and even the Israeli public, see their past in general and the war in particular.

**Russian Jewish History**  
HBRJD-UA 191 Offered every other year. Estraikh. 4 points.  
Russian 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.

**Christian-Jewish Relations over the Ages**  
HBRJD-UA 215 4 points.  
Reading and analysis of key documents that illumine Christian-Jewish relations over the past two thousand years. Focuses only on Christian imageries, doctrines, and policies with respect to Judaism and Jews, from the foundations of Christian thinking in late antiquity through the medieval period and into modernity.

**Issues in Israel’s Social History**  
HBRJD-UA 419 4 points.  
From the mass arrival of Middle Eastern Jewry in the 1950s to the emergence of the tent protests in 2011, examines how a wide range of societal issues, conflicts, and dilemmas shaped the historical trajectory and complexities of Israeli society.

**Jewish American Fiction**  
HBRJD-UA 625 4 points.  
Close readings of Abe Cahan, Ludwig Lewisohn, Saul Bellow, Philip Roth, Cynthia Ozick, and Bernard Malamud, as well as a number of lesser-known texts. Attention is devoted to fictions that test the limits of the so-called “Jewish American novel,” including texts composed in Yiddish, Hebrew, and German (in English translation); fiction written by non-Jews about American Jews; and graphic novels.

**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.
Jewish Life in Weimar and Nazi Germany
HBRJD-UA 656  Identical to HIST-UA 165. Offered every other year. Kaplan. 4 points.
Explores the interactions of Jews and other Germans during the Weimar Republic, noting the extraordinary successes of the Jews, as well as the increase in anti-Semitism between 1918 and 1933. Examines the rise of Nazism, popular support for and opposition to the regime, the persecution of the Jews, the role of bystanders, and the ways in which the Jewish victims reacted inside Germany.

Jews and Germans from Emancipation through World War I
HBRJD-UA 657  Identical to HIST-UA 807. Offered every other year. Kaplan. 4 points.

Soviet Jewish Life through the Prism of Literature and Film
HBRJD-UA 663  Offered every third year. Estraikh. 4 points.
Focuses on the cultural and ideological transformation of Russian Jews in the 20th century from pious Yiddish-speaking shtetl-dwellers to secular Russian-speaking urbanites. Analyzes how Soviet social engineering affected traditional communities and considers the contemporary Russian Jewish diaspora.

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. Offered every year. 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  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.

Racial and Sexual “Others” in Nazi Germany
HBRJD-UA 720  Offered every three years. 4 points.
Examines how the Nazis dealt with those they deemed “racially unfit” to belong to the German people and sought to create a nation based on invented categories of “blood and race.” Considers measures that the government enacted to delegitimize, isolate, rob, incarcerate, sterilize, and/or murder Jews, Sinti and Roma (Gypsies), the physically and mentally disabled, Afro-Germans, “asocials,” homosexuals, prostitutes, and others.

American Jewish Literature and Culture
HBRJD-UA 779  Offered every other year. Diner. 4 points.
Explores the body of imaginative literature (novels, short stories, poetry, and drama) written by American Jews. Links these literary works to the changing position of Jews within American society.

Topics in Israel Studies
HBRJD-UA 948  Offered every semester. 4 points.
Topics vary by semester.

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

Introduction to Jewish Literature and Thought
HBRJD-UA 77  Identical to RELST-UA 77.
Offered every other year. Gottlieb. 4 points.
Introduces students to major forms of Jewish literature including the Bible, Midrash, Talmud, philosophy, and Kabbalah and to major intellectual trends within Judaism from the Bible to today.

A Book Forged in Hell: Spinoza's Theological-Political Treatise and the Birth of Modern Judaism
HBRJD-UA 107  Formerly Spinoza and Jewish Philosophy. 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 every year. Fleming, Smith. 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.
Topics: capital punishment; business ethics; self-sacrifice, martyrdom, and suicide; truth and lying; the just war; abortion; euthanasia; birth control; and politics. Philosophical questions concerning the nature of ethics and methodological issues related to the use of Jewish sources. Examines classical Jewish texts (Bible, Talmud, and medieval codes) pertaining to ethical issues and discusses the range of ethical positions that may be based on the sources.

Religion, Magic, and the Jewish Tradition
HBRJD-UA 212  Identical to RELST-UA 212.
Offered every third year. 4 points.
Examines models for understanding the nature of magic as a phenomenon in society, then applies those models to help understand the different kinds of magic in Jewish history, from biblical times to the present.

Spinoza's Theological-Political Treatise and Its Aftermath
HBRJD-UA 424  Prerequisite: some background in medieval Jewish philosophy or early modern philosophy is recommended. Offered periodically. Gottlieb. 4 points.

Jewish Philosophy in the Medieval World
HBRJD-UA 425  Identical to RELST-UA 106, MEDI-UA 425. Offered periodically. Gottlieb. 4 points.
Readings (in translation) and analysis of representative selections from the writings of major Jewish philosophers. Emphasizes the Kuzari of Yehuda Halevi and the Guide of the Perplexed of Moses Maimonides. Special attention to the cultural context in which these works were produced.

Introduction to Jewish Mysticism and Hasidism
HBRJD-UA 430  Identical to MEDI-UA 430, RELST-UA 104. Offered periodically. 4 points.
Introduction to the history of the Kabbalah and Hasidism, emphasizing the impact of these ideas on the history of Judaism.

Modern Jewish Philosophy
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.
Gender and Judaism
HBRJD-UA 718  Identical to MEIS-UA 807, RELST-UA 815, SCA-UA 732. Offered periodically. 4 points.
How Jews have constructed gender during the rabbinic, medieval, and modern periods. Examines the implication of these constructions for the religious and social lives of Jewish women and men.

Jewish Responses to Modernity: Religion and Nationalism
HBRJD-UA 719  Identical to RELST-UA 470. Offered periodically. 4 points.
The impact of modernity on Jewish life and institutions in the 18th and 19th centuries. Readings in English from the works of Moses Mendelssohn, Theodor Herzl, Simon Dubnow, and the leading figures of the early Reform, Conservative, and neo-Orthodox movements.

Seminars and Independent Study
Jews in the Muslim World in the Middle Ages
HBRJD-UA 104  Offered every two years. Russ-Fishbane. 4 points.
Topics: the early encounter between Islam and the Jews at the time of the Prophet Muhammad; Jewish economic life; the organization and functions of Jewish communities; and adjudication and autonomy. Comparisons with the situation of the Jews in medieval Latin Europe. Primary sources in English translation.

Israeli Music and National Identity
HBRJD-UA 294  Offered every two years. 4 points.
How a cultural "reading" of new forms of Israeli music—Mizrahi-infused pop, Israeli rock, Palestinian hip hop, Arab fusion, and religious pop music—illuminates the contestations of Israeli identity. Issues of national culture and globalization provide historical and cultural context.

Israeli Politics in Comparative Perspective
HBRJD-UA 711  Offered every two years. 4 points.
Critically examines the assumption that Israel, with its strategic insecurity and political isolation in the Middle East as well as its characteristic form of democratic governance, is a unique "case apart." Explores diverse paths to conflict resolution.

Israeli Territorial Politics: Between Security & Identity
HBRJD-UA 712  Prerequisite: general knowledge of contemporary Israeli/Middle Eastern politics. Offered every two years. 4 points.
The evolution of and conflict between different concepts of borders in Israeli domestic discourse and their impact on Israel's territorial policies and international boundaries. How these concepts have influenced Israeli compromise or lack thereof in the Sinai Peninsula, Southern Lebanon, the Gaza Strip, the Golan Heights, Jerusalem, and the West Bank.

Advanced Readings in Modern Hebrew Literature
HBRJD-UA 782  In Hebrew. Offered every other year. Feldman. 4 points.
In-depth study of selected masterpieces by 20th-century Hebrew writers. Appreciation of artistic achievements against the sociohistorical background and general cultural currents of the period.
Selections include fiction, poetry, and literary criticism by and about several of the following writers: Agnon, Brenner, Gnessin, Yizhar, Alterman, Bialik, and Greenberg.

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.

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

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.

Director of the Program
Clinical Professor Theodoratou

Director of Language Programs
Clinical Professor Theodoratou

Director of Arts and Science Summer in Athens
Clinical Professor Theodoratou

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 Al Andar Center, a three-story Bauhaus building located in the historical center of Athens. Activities include walking tours of Athens, visits to monuments and museums, and evening outings to dramatic and musical performances. Weekend excursions include trips to several Greek islands and to important historical and archaeological sites. Relevant courses taken in this summer program count toward the major or minor as regular courses.

FACULTY

Professors
Fleming, Mitsis

Associate Professor
Smyrlis

Clinical Professor
Theodoratou

Language Lecturer
Venetsanos

Visiting Professor
Taxidou

Affiliated Faculty
Connolly, Geroulanos, Konstan, Kornetis, Kotsonis, Kowalzig, Peirce

www.hellenic.as.nyu.edu • 285 Mercer Street, 8th Floor, New York, NY 10003-6653 • Phone: 212-998-3990
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 courses 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...
ALEXANDER S. ONASSIS PROGRAM IN HELLENIC STUDIES

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 Sahtouris, Takis Sinopoulos, and Manolis Anagnostakis; and women poets, including Matsi Hatzila-zarou 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: Odyssean 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 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 Historical Interpretation (HIST-UA 101) and the capstone seminar. In Historical Interpretation, students learn about the practice of history through both lectures and the recitation experience. 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.
PROGRAM

Major in History

The major in history requires a minimum of nine 4-point courses (36 points), with a grade of C or better in each course.

- All majors must take Historical Interpretation (HIST-UA 101).
- The remaining eight courses are to be distributed among three fields of history—U.S., European, and non-Western (Latin American, Near Eastern, African, and Asian)—so that the student will complete at least two courses in each field.
- Students must also take one capstone seminar (HIST-UA 400-499; prerequisite: HIST-UA 101).
- One course must be in a period before 1800.
- No student may take more than three introductory courses (numbered below HIST-UA 100).

Note that transfer students must take at least five history courses (20 points) in this department.

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 professors in the Department of History. Also, majoring in history exempts students from taking the Societies and the Social Sciences component of the Core Curriculum.

Two Liberal Studies courses, Social Foundations I and II, may count toward the major and fulfill the pre-1800 and a European requirement. No other LS courses may count toward the major. These courses count as introductory.

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
DEPARTMENT OF HISTORY

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):
  • Historical Interpretation (HIST-UA 101)
  • 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.

Combined major:
  • 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 at least four 4-point courses (16 points) completed with a grade of C or better, of which three courses (12 points) must be taken in the Department of History. 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 Historical Interpretation (HIST-UA 101) 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.
COURSES

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.

Required Course for History Majors

Historical Interpretation

HIST-UA 101 Offered every semester. 4 points.
Specific historical periods, regions, and themes vary by semester. Themes: revolution, warfare, slavery, capitalism, the city, or empire. Lectures present approaches, theories, and methods. The recitation addresses the practical experience of research, analysis, critical reading, writing, and the use of primary and secondary sources in forming historical questions and determining research strategies for answering them.

Introductory Courses

The United States to 1865

HIST-UA 9 Offered every fall and every other summer. 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 Offered every spring. Montoya. 4 points.
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.

The Civilization and Culture of the Middle Ages

HIST-UA 11 Identical to MEDI-UA 11. Offered every other year. Bedos-Rezak. 4 points.
Concentrates on the culture of medieval Europe, a world that produced castles and crusades, cathedrals and tapestries, mystery plays and epics, and plainsong and philosophy. Examines the richness and diversity of medieval creativity through literature, slides, and museum visits.

Modern Europe

HIST-UA 12 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.

Renaissance and Early Modern Europe

HIST-UA 22 Offered every other year. Appuhn, Shovlin. 4 points.
Concentrates on culture, society, and politics and explores such critical topics and themes as the Italian and Northern Renaissance, the age of religious reform and religious wars, Europe’s “discovery” of other worlds and cultures, the origins and development of national states, the scientific revolution, the European Enlightenment, and the origins of the French Revolution.

World War II

HIST-UA 45 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. Offered every year. 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?
Topics in European History
HIST-UA 91  Offered every other year. 4 points. Topics vary from semester to semester.

Topics in Asian History
HIST-UA 95  Offered every other year. 4 points. Topics vary from semester to semester.

Modern Jewish History
HIST-UA 99  Identical to HBRJD-UA 103. Engel. 4 points. See description under Hebrew and Judaic studies.

Advanced Courses

History of Judaism:
The Emergence of Classical Judaism
HIST-UA 109  Identical to HBRJD-UA 100, RELST-UA 680, MEIS-UA 680. 4 points. See description under Hebrew and Judaic studies.

The Crusades
HIST-UA 113  Identical to MEDI-UA 113. Offered every other year. Snyrlis. 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. 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.

Environmental History of the Early Modern World
HIST-UA 115  Offered every other year. 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.

The Renaissance
HIST-UA 121  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.

Giordano Bruno and the Art of Memory
HIST-UA 126  Identical to ITAL-UA 148, MEDI-UA 148. 4 points. See description under Italian studies.

Science and Society in Early Modern Europe
HIST-UA 135  Offered every other year. Appuhn. 4 points. The history of Western scientific thought from its origins in the ancient Near East until the death of Isaac Newton. Covers the development of science as a distinctive way of understanding the natural world, as well as the relationship between science and Western society.

European Intellectual History
HIST-UA 136  Geroulanos. 4 points. Philosophy in the European nineteenth century, from Condorcet and Hegel to Lenin and Freud. Thinkers are examined in the context of cultural and political transformations: the emergence of modern nations and nationalism; secularization and the “death of God”; the evolution of empires and classes; scientific positivism; the role of cities; the status and understanding of modernity; wars and revolutions; liberalism, communism, and mass movements; technological and scientific developments; musical and literary achievements; and the major European avant-gardes.

The French Revolution and Napoleon
HIST-UA 143  Offered every other year. Shoulin. 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.
Europe Since 1945
HIST-UA 156 Prerequisite: at least one course in European history. 4 points.
Covers the impact of World War II, the postwar division of Europe, the onset of the Cold War, the economic recovery and transformation of Western Europe, Stalinism in Eastern Europe, the 1960s and events of 1968, the origins and development of the European community, cultural and intellectual life, the Eastern European revolutions of 1989 and their significance, and the reunification of Germany.

Russian Empire: The Politics of Difference, 1700-1917
HIST-UA 157 Identical to RUSSN-UA 157. Burbank. 4 points.
From Peter the Great to Nicholas the Second. Topics: Russia as a great power in world politics, the lives of peasants and other social groups, the regulation of religion and national minorities, the ideas of both supporters and opponents of the government, the state’s reforms, imperial law and courts, the repression of dissent, the exile system, student activism, the emancipation of serfs, the women’s liberation movement, policing and terror, and the causes of the 1905 and 1917 revolutions.

Imperial Cities: Rome, Constantinople, Istanbul
HIST-UA 160 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 Offered every year. Ortolano. 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. Offered every year. 4 points.
See description under French.

Seminar: Italian Fascism
HIST-UA 171 Identical to 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.

History of Poland
HIST-UA 178 Offered every other year. Wolff. 4 points.
The cultural, political, and religious history of Poland from the Middle Ages to the present. The foundation of the Polish state in the 10th century; the early modern Polish-Lithuanian Commonwealth; the period of the partitions in the 18th century; the evolution of modern nationalism in the 19th century; and the experiences of war and communism in the 20th century.

The Holocaust: the Third Reich
HIST-UA 179 Identical to HBRJD-UA 685. Offered every year. 4 points.
See description under Hebrew and Judaic studies.

The Irish and New York
HIST-UA 180 Identical to SCA-UA 758, IRISH-UA 180. 4 points.
See description under Irish studies.

Topics in Irish History
HIST-UA 181 Identical to IRISH-UA 181. 4 points.
See description under Irish studies.

History of Modern Ireland I, 1580–1800
HIST-UA 182 Identical to IRISH-UA 182. 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. 4 points.
See description under Irish studies.

Seminar in Irish History
HIST-UA 185 Identical to IRISH-UA 185. 4 points.
See description under Irish studies.

The Irish in America
HIST-UA 187 Identical to IRISH-UA 187. 4 points.
See description under Irish studies.

Women and Gender in 20th Century Europe
HIST-UA 188 Offered every other year. Nolan. 4 points.
Topics: Why were women denied citizenship in the French Revolution? Where did women work before and after the Industrial Revolution? How
were sexuality, femininity, and masculinity defined under different political regimes and for different classes? How did communism try to emancipate women? Why did Nazism try to put women back in the home? How is the welfare state gendered? How have Americanization and globalization reshaped European conceptions of gender and family?

**Race, Religion, and Gender in 20th Century France**


 Begins 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  *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.

**The History of Western Medicine**

HIST-UA 202  *Offered every other year. Appuhn.* 4 points.

 Basic questions and concepts in the history of medicine and models for understanding the historical development of medical thought: the varied historical relationships between medicine and other healing practices such as religion, alchemy, and homeopathy; the influence of culture and politics on the development of medical thought; and the role that the emergence of a medical profession characterized by formal training and a coherent scientific viewpoint played in the development of Western societies.

**Italian Colonialism**

HIST-UA 204  *Identical to ITAL-UA 164, EURO-UA 161. 4 points.*

 See description under Italian studies.

**History of Rome: The Republic**

HIST-UA 205  *Identical to CLASS-UA 267. 4 points.*

 See description under classics.

**World of Medieval Magic**

HIST-UA 262  *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  *Offered every other year. 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.

**Twentieth Century European Capitalism**

HIST-UA 272  *Identical to EURO-UA 272. Offered every other year. Gros.* 4 points.

 Nineteenth century Europe was the birthplace of economic liberalism and laissez-faire capitalism. A century later Europe was the birthplace of the modern welfare state and social market economy, a pioneer of organized capitalism, and the center for a supra-national experiment in economic cooperation: the European Union. Key themes and turning points: the Great Depression; the World Wars; alternative ways of organizing economic life under fascism and communism; the stagnation of the 1970s; and European economic integration.

**Worlds of World War I**

HIST-UA 277  *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.

Colloquium: Topics in Early Modern Europe
HIST-UA 279  Identical to MEDI-UA 279.
Offered every year. Appuhn, Shovlin. 4 points.
Topics vary according to student and instructor interest.

Seminar in Urban History
HIST-UA 286  Offered periodically. 4 points.
Topics vary. Does not satisfy the capstone seminar (HIST-UA 4XX) requirement for majors.

Seminar in History of Medicine
HIST-UA 293  Offered periodically. Oshinsky. 4 points.
Topics vary. Does not satisfy the capstone seminar (HIST-UA 4XX) requirement for majors.

Global Asia
HIST-UA 300  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  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.
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. 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. 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.

Istanbul and the Empire of the Ottomans
HIST-UA 514  Offered every year. Peirce. 4 points.
The city of Istanbul and its inhabitants during the rule of the Ottoman sultans—from its conquest in 1453 until 1922, when the Ottoman Empire was declared defunct. As the capital of one of the most powerful empires in its heyday, Istanbul was rivaled in size only by East Asian cities. Concludes with a brief look at the city in the twentieth and twenty-first centuries.

The Ottoman Empire and the World around It
HIST-UA 515  Identical to MEIS-UA 650, MEDI-UA 651. 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. 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 modern China. Offered periodically. Karl. 4 points.
Starts with an overview of contemporary China, then concentrates on social, intellectual, and environmental issues. The specific areas of inquiry
change with changing circumstances. The reading load is heavy, and students are asked to write frequently.

**Gender, Culture, and Society in the Ottoman World**
HIST-UA 519 Identical to MEIS-UA 650. Offered every other year. Peirce. 4 points. Explores facets of gender identity and the lives of males and females in the domains of the Ottoman Empire (both European and Middle Eastern) from the 14th through the 18th centuries. Various contexts for and influences on women's and men's lived experiences, including class and religious identity; law and politics; wealth and charity; crime and punishment; and gendered spaces.

**Islam and the West**
HIST-UA 520 Identical to MEIS-UA 694. 4 points. See description under Middle Eastern and Islamic studies.

**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. 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, disorganized, 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. 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. Lockman. 4 points. See description under Middle Eastern and Islamic studies.

**Modern China**
HIST-UA 535 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. 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 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.

**Food and Drugs in Chinese History**
HIST-UA 547 Offered periodically. Waley-Cohen. 4 points. Food and drugs in Chinese social, cultural, economic and material life from earliest times to the present. Topics: taste and the senses; health and diet; food in religious and ritual practice; gluttony and addiction; famine and cannibalism; gastronomy; restaurant culture; imperial dining practices; food and drugs in fiction; and food, drugs and identity, including the global association of China with food and opium.

**Seminars: Topics in Middle Eastern History**
HIST-UA 550 Identical to MEIS-UA 688. 4 points. See description under Middle Eastern and Islamic studies.
Topics in Chinese History
HIST-UA 551  Identical to EAST-UA 551. 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.

Seminar in Intellectual History
HIST-UA 552  Offered periodically. 4 points.
Topics vary. Does not satisfy the capstone seminar (HIST-UA 4XX) requirement for majors.

Truth or Fiction? The Middle East in Novels, Autobiography, and Historical Scholarship
HIST-UA 555  Offered every other year. Peirce. 4 points.
Approaches representations of the Middle East and its various cultures by reading historical scholarship, fiction, and autobiographies and travel memoirs in tandem. Should historians be skeptical of historical fiction? What might fictional histories be able to do that scholarly historical studies cannot? How trustworthy are travelogues and autobiography?

Africa Since 1940
HIST-UA 567  Identical to SCA-UA 791. Offered every year. Cooper. 4 points.
From the beginning of the crisis that shook colonial empires in the 1940s through the coming to power of independent African governments on most of the continent in the 1960s to the fall of the last white regime in South Africa in 1994. By bridging the conventional divide between “colonial” and “independent” Africa, opens up questions about the changes in African economies, religious beliefs, family relations, and conceptions of the world around them.

History of Water
HIST-UA 594  Offered periodically. Montoya. 4 points.
The United Nations estimates that by 2030 as many as 4 billion people will not have access to enough water for their basic needs. We examine this contemporary issue and the historical context in which it developed. Focuses on the United States, in particular the American West and New York City, with comparative treatment of the Middle East, China, and Africa.

Environmental History of New York City
HIST-UA 596  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  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.

Civil War and Reconstruction
HIST-UA 607  Hodes. 4 points.
Social history with crucial attention to politics and economics. Sectional conflict over systems of free labor and slave labor, including class conflicts within the North; conflicts between slaves and masters in the South; conflicts among white Southerners; and conflicts among African American freed people, white Northerners, and white Southerners after the war. Concludes with an assessment of the era’s legacies.

Postwar America: 1945 to the Present
HIST-UA 612  Offered every other year. Needham. 4 points.
Major themes include links between domestic concerns and foreign-policy goals, especially concerning communism and the Cold War; growth of a postindustrial state with a significant impact on the economy and daily life; demands for social equality and diversity in postwar life; and underlying social, economic, and demographic changes shaping American lives in the postwar era.

The Cold War in Europe and America
HIST-UA 622  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.

**Power and Poverty**  
HIST-UA 634  Offered every year. Ludden. 4 points.  
Focuses on dynamics of inequality during economic development under globalization. Contemporary global issues; relations between health, poverty and power; and political struggles as potentially productive forces inside environments of inequality.

**Gender/Sex Controversies: Roots & Explanations**  
HIST-UA 635  Identical to SCA-UA 727.  
Offered every year. Gordon. 4 points.  
How maleness and femaleness (gender) have changed in the last 150 years, and how women's lives in particular have been transformed. Emphasizes not only the malleability of gender but also the way that gender systems have varied in different class, race, ethnic, and religious groups. Contexts of politics, work, family and personal relationships, sexuality, and culture.

**African American History to 1865**  
HIST-UA 647  Identical to SCA-UA 795.  
Offered every year. Mitchell. 4 points.  
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.  
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.  
Offered every year. Zimmerman. 4 points.
Consumption and Consumer Culture in Comparative Perspective
HIST-UA 671  Offered every other year. Nolan. 4 points.
Focus on Europe and the United States from the seventeenth to the twentieth century. The production and consumption of particular commodities; middle-class and working-class consumer cultures in the nineteenth century; and mass production and mass consumption in the twentieth century. Examines protests and popular movements organized around issues of consumption; how products from the non-European world transformed European and American consumption; and how European and American patterns of consumption shaped consumption elsewhere.

Reading and Writing Experimental History
HIST-UA 672  Hodes. 4 points.
Focuses on the relationship between historical evidence and the writing of history in new ways; the relation between scholar and subject; connections between history and speculation; use of unconventional voices; re-creation of past worlds and lives; and connections between history and storytelling.

Race and Reproduction
HIST-UA 681  Identical to SCA-UA 158. Offered periodically. Morgan. 4 points.
See description under social and cultural analysis.

American Jewish History
HIST-UA 689  Identical to HBRJD-UA 172. 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.

Seminar in Entertainment History
HIST-UA 695  Offered periodically. 4 points.
Topics vary. Does not satisfy the capstone seminar (HIST-UA 4XX) requirement for majors.

Sport and Film in American History
HIST-UA 698  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. Offered every fall semester. 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.

Jews and Other Minorities in Nazi Germany
HIST-UA 720  Identical to HBRJD-UA 720 and AHSEM-UA 199. Offered periodically. Kaplan. 4 points.
See description under Hebrew & Judaic studies.

Vietnam: The War and its History
HIST-UA 737  Identical to EAST-UA 737. Roberts, Young. 4 points.
See description under East Asian studies.

History of Colonial Latin America
HIST-UA 743  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  Offered every other 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  Offered periodically. 4 points.
Topics vary. Does not satisfy the capstone seminar (HIST-UA 4XX) requirement for majors.

History of the Andes
HIST-UA 753  Offered every other year. Thomson. 4 points.
An introduction to one of the core regions of Latin America from preconquest to modern times.
Course themes include Andean regional and cultural identity; ecology and peasant agriculture; native society and the Inca; colonization, nationalism, and race; global commodity production (from silver to coca) and economic dependency; and Indian and working-class political struggles.

**Cuba: History and Revolution**  
HIST-UA 755  
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  
Offered periodically. 4 points.  
Topics vary. Does not satisfy the capstone seminar (HIST-UA 4XX) requirement for majors.

**Topics in History**  
HIST-UA 401  
Offered every year. 4 points.  
Topics vary.

**Topics in Environmental History**  
HIST-UA 403  
Offered periodically. 4 points.  
Topics vary.

**Capital and Labor and the Making of Modern America**  
HIST-UA 416  
Offered every other year. Montoya. 4 points.  
Students investigate U.S. labor history, which includes not only the study of the workplace but also how families interacted and reacted to labor conditions as they lived their domestic lives. Emphasizes the craft of history: archival research, historical analysis, and construction of historical narratives.

**Monarchy in Europe**  
HIST-UA 442  
Offered periodically. Shovlin. 4 points.  
Ranges from the late middle ages to the present and considers the long term evolution of European politics and government. Topics: ideologies and symbolic practices that sustained monarchies, how they functioned in practice, the role of coercion, and the special challenges of queenship. Investigates how monarchy ceased to seem a natural form of government, and analyzes the nature of the monarchies.
that continued to govern most European countries following the revolutions of the eighteenth and nineteenth centuries.

**Britain since World War II**
HIST-UA 451  Open to history majors who have completed Historical Interpretation (HIST-UA 101), or by permission of the instructor. 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 Modern Middle East History**
HIST-UA 472  Identical to MEIS-UA 688. 4 points. Topics vary.

**Honors Program**
**Honors Seminar**
HIST-UA 994  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  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 points per term. Enables advanced and qualified students to work on historical projects for credit for up to 12 hours per week in approved agencies or archival centers.

**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 per term.

**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

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.

Admission and Eligibility
Admission to the international relations honors major is by application only. Interested students must submit a formal application by October 15th of their sophomore year (junior year for external transfer students); application forms can be found at the international relations website. The number of students who can be admitted is limited to 25 to 30 per year.

Criteria for admission include: a strong academic record at NYU (GPA of 3.65 or better), completion of International Politics (POL-UA 700) and either Introduction to Macroeconomics (ECON-UA 1) or Introduction to Microeconomics (ECON-UA 2), and a solid one page senior thesis proposal. A briefing session on the IR honors major is held every September; freshmen and sophomores should attend the briefing session to learn more about the application process and requirements.

Advanced Placement, International Baccalaureate, and A Level Credits
Students with advanced standing credits for macroeconomics and/or microeconomics may use them for application to the IR major. However, if accepted to the program, these credits will not count toward the IR major; students in IR must take both Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Alternatively, these students may take additional economics courses for the IR major (if they meet prerequisites). Please note that statistics credit from AP, IB, or A Levels does not satisfy the IR major's statistics requirement.

Transfer Students
Both external and internal transfer students should meet with the IR undergraduate student adviser (in the Department of Politics) to have their records reviewed and to receive a preliminary assessment of their prospects of being admitted to this major. Internal transfers still apply in their sophomore year. External transfers (and only those students) can apply to IR as late as fall of their junior year.
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 (advanced standing credits are not accepted):

- Introduction to Macroeconomics (ECON-UA 1)
- Introduction to Microeconomics (ECON-UA 2)
- International Politics (POL-UA 700)
- Quantitative Methods in Political Science (POL-UA 800)

Students who matriculated in CAS before fall 2015 may substitute one of the following courses for Quantitative Methods in Political Science, but are strongly advised to take POL-UA 800 (students matriculating in CAS in and after fall 2015 may not substitute any of the courses below for POL-UA 800):

- Statistics (ECON-UA 18)
- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Statistics for Social Research (SOC-UA 302)

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. For the most up-to-date information on study
MAJOR IN INTERNATIONAL RELATIONS

away opportunities, please see www.nyu.edu/global.html. 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.

COURSES

Core Courses
Students are required to complete International Politics (POL-UA 700) and either Introduction to Macroeconomics (ECON-UA 1) or Introduction to Microeconomics (ECON-UA 2) prior to application. They may present advanced standing credit in macroeconomics and/or microeconomics for purposes of application, but if accepted to the IR major, they must either complete ECON-UA 1 and ECON-UA 2 or take additional economics courses (if they meet prerequisites).

Majors must complete four core courses, comprising ECON-UA 1, ECON-UA 2, POL-UA 700, and POL-UA 800. 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 every semester. 4 points.

The International Relations Environment
Majors must complete four IR environment courses from the approved list of courses below. Please note that courses may be added or deleted from semester to semester. For the most up-to-date list of courses, please consult the 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
INTRI-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

Ireland and its diaspora present an extraordinarily significant and rewarding area of intellectual inquiry. The study of Irish society and culture provides students with an understanding of Ireland’s historical experience: its colonial past; its contribution to literature, both medieval and modern; its far-reaching effect in the modern world through its diaspora; and its dual language tradition and rival national narratives.

The Irish studies minor at NYU offers an interdisciplinary program providing students with the opportunity to study and pursue directed research in the history and culture of Ireland and Irish America, exploring such areas as literature, history, drama, politics, art, cinema studies, music, and the Irish language. A faculty of internationally renowned scholars is supplemented by the regular presence of prominent visiting professors. In addition to the program at Washington Square, the Arts and Science summer program in Dublin gives students the opportunity to study in Ireland.

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

FACULTY

Director
Professor Lee

Glucksman Chair of Irish Studies
Lee

Clinical Assistant Professors
Casey, Waters

Clinical Associate Professor
Truxes

Global Distinguished Professor
Moloney

Irish Language Lecturer
Ó Cearúll

PROGRAM

Minor

Four 4-point courses (16 points) completed with a grade of C or better and chosen from the list of Irish studies course offerings. Courses must be chosen from at least two areas, and one course in the Irish language may count toward the minor. (Independent study courses are also available. Graduate courses are open to undergraduates with permission.)

Arts and Science Summer in Dublin

The program is centered at Trinity College, Ireland’s oldest university, situated in the heart of Dublin. 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, such as outings to the theatre, poetry readings, screenings at the Irish Film Center, and traditional music sessions. Weekend excursions vary, but often include Donegal and Galway.

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 a B.A. in an undergraduate major in the College of Arts and Sciences 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 gus.irishstudies.ma@nyu.edu.
Basic Language Courses in Irish

The focus is on learning Irish (sometimes referred to as Gaelic) as it is spoken in the Irish-speaking regions of Ireland, known as the Gaeltacht. The courses utilize conversation and song, aiming to promote fluency in spoken Irish, as well as proficiency in reading and writing. Students progress to conversation, translations, compositions, and readings from contemporary Irish literature. They also participate in Irish-speaking events at Glucksman Ireland House.

Intermediate Irish II (IRISH-UA 103) fulfills the College Core Curriculum language requirement. M.A. level courses are open by application to advanced undergraduate students.

Elementary Irish I

IRISH-UA 100  Identical to EURO-UA 100. Open to students with no previous training in Irish. 4 points. The rudiments of the language, 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), assignment by placement examination, or permission of the department. 4 points. Expands into more complex verbal conjugations while concentrating on idiomatic expressions. The accumulation of vocabulary is stressed, and students are introduced to basic literature in Irish while developing beginning conversational fluency.

Intermediate Irish I

IRISH-UA 102  Identical to EURO-UA 102. Prerequisite: Elementary Irish II (IRISH-UA 101), assignment by placement examination, or permission of the department. 4 points. Focuses on improving conversational fluency and on expanding vocabulary through reading more complex literature in Irish.

Intermediate Irish II

IRISH-UA 103  Identical to EURO-UA 103. Prerequisite: Intermediate Irish I (IRISH-UA 102), assignment by placement examination, or permission of the department. 4 points. Focuses on conversational fluency, reading complex literature in Irish, and writing in the Irish language.

Content Courses in Irish Studies

Courses cross-listed with other departments may carry prerequisites. Consult the relevant departmental sections of this Bulletin or the instructor.

Introduction to Celtic Music

IRISH-UA 152  Identical to MUSIC-UA 182. Lecture. 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.

Global Diaspora: The Irish Case

IRISH-UA 170  Lecture. Offered every year. Nyhan. 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 twentieth century from emigrant nursery to emigrant destination. Consideration of some of the most prominent Irish diasporic communities.

The Irish and New York

IRISH-UA 180  Identical to SCA-UA 758, HIST-UA 180. Lecture. Offered every year. Casey. 4 points. The symbiotic relationship between New York City and the Irish from the 18th through the 20th centuries and the impact of political, social, and cultural changes in Ireland and America on a transnational population. Race and language, ethnic group identity, and the city’s role in the creation of a pseudo-Irish identity that is disseminated on both sides of the Atlantic.

Topics in Irish History

IRISH-UA 181  Identical to HIST-UA 181. Lecture. Offered every year. Casey, Lee, Truxes. 4 points. Topics vary and have included: imagery and ideology of Irish nationalism, Irish American popular folk culture, and the Irish in America.

History of Modern Ireland I, 1580–1800

IRISH-UA 182  Identical to HIST-UA 182. Lecture. Offered every fall. Truxes. 4 points.
MINOR IN IRISH STUDIES

The English conquest of Ireland from the reign of Elizabeth I 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. Offered every spring. 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 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.

Seminar in Irish History
IRISH-UA 185 Identical to HIST-UA 185. Casey, Lee, Truxes, Wolf. 4 points.
Topics vary and have included: development and modernization of the Republic of Ireland and its economy; the Great Famine of 1845–51; and cinematic representations of Irish Americans.

The Irish in America
From the potato famine to the Celtic Tiger. Considers political, social, and economic forces in Ireland that prompted emigration; demographic patterns of immigration; the role of religion and the Catholic Church in the development of the community; Irish immigrant influence and involvement in the American political system and labor movement; the persistence of the Irish nationalist movement in America; and how the Irish experience in America is reflected in literature and on stage and screen.

Oral History of Irish America
IRISH-UA 203 Seminar. Offered every fall. Almeida. 4 points.
The techniques and practice of the oral history interview, including background research, drafting questions, conducting the interview, and creating supporting documentation. Examines ethical issues and the significance of oral history for historical literature. Students conduct one supervised interview for a final web-based project for the Archives of Irish America in NYU’s Bobst Library.

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 ethnicity. The skills acquired translate into a heightened awareness of the relationship between ethnicity and all forms of media in contemporary American popular culture.

The Irish Renaissance
IRISH-UA 621 Identical to ENGL-UA 621. Lecture. Waters. 4 points.
Covering 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
IRISH-UA 622 Identical to ENGL-UA 622. Lecture. Almeida. 4 points.
From the 19th century to the present, considering 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.

Colloquium: Joyce
IRISH-UA 625 Identical to ENGL-UA 625. Seminar. Offered every year. Bender, Waters. 4 points.
Study of James Joyce’s majors works. Readings will span the entire oeuvre, from Dubliners to Finnegans Wake, with a detailed reading of Ulysses.

Irish Dramatists
IRISH-UA 700 Identical to DRLIT-UA 700, ENGL-UA 700, THEA-UT 603. 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, history, and postcoloniality are engaged alongside an appreciation of the poetic achievements and theatrical innovations that characterize this body of work.
MINOR IN IRISH STUDIES

Topics in Irish Literature
IRISH-UA 761  Identical to ENGL-UA 761.
Lecture. 4 points.
Topics vary by semester and have included contemporary Irish fiction and poetry, and Irish women writers.

Topics in Irish Literary, Visual, and Performing Arts
IRISH-UA 902  4 points.
A dynamic shift in the global perception of Irish dance has challenged notions of authenticity, tradition, and modernity. Develops a basic knowledge of the history and lexicon of Irish dance, and uses that as a departure point 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.
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 FRSEM-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 Romance Languages

See the Romance languages section of this Bulletin for details and requirements.

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 courses (20 points):

- One introductory course: Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28)
- 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 (please see linguistics in this Bulletin for course titles and descriptions):
  - Historical linguistics (LING-UA 14, LING-UA 17, LING-UA 76)
  - Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38)
  - Phonology (LING-UA 12)
  - Semantics (LING-UA 4)
  - Computational linguistics (LING-UA 3, LING-UA 6)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)
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 FRSEM-UA can count toward the minor in Italian Studies. This course must be taught by an Italian Studies faculty member.

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 towards 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 is 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 requirements 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.*

**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 post-intermediate 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 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.

**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  Prerequisites: 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 personaggi 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.

**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.

**Other Worlds: Traveling the Italian Way**
ITAL-UA 283  Offered every two to three years. 4 points.
Taught in English. Focuses on the representation of travel experience in modern Italian literature and related media, especially 20th century cinema, modernist art, and underground comics. Spatial journeys abroad and in-country, as well as metaphorical intellectual, political, and spiritual travels.

**Topics in Italian Literature**
ITAL-UA 285  Offered every two to three years. 4 points.
Topics vary.

**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.

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?

**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. 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.

**FACULTY**

**Professor Emeritus**
Burrows

**Marjorie Deane Professor of Financial Journalism**
Solomon

**Professors**
Klass, Kroeger, Newkirk, Seife, Stephens, Stone

**Associate Professors**
Bazzi, Boynton, Conover, Dent, Fagin, Gordon, Linfield, Mehta, Norman, Penenberg, Rock, Roiphe, Rosen, Samuels, Shirky, Sternhell

**Clinical Associate Professors**
Latty, Quigley

**Distinguished Writers in Residence**
Hamill, Hotz, McBride, Rushdie

**PROGRAM**

**Major in Journalism: General Information**

The institute offers two concentrations, in journalism and media criticism. In both concentrations, the major consists of nine 4-point courses, for a total of 36 credits, plus a mandatory second major in another CAS department or program. Thus, all journalism majors are double majors. Students cannot take more than 36 points in journalism, unless they pursue honors, which allows them to take 40 points.
Journalism Concentration
Within the journalism concentration, students choose either the print/online sequence or the broadcast sequence. Journalism students must complete six required courses in their declared print/online or broadcast sequence (two lecture courses and four skills courses), as well as three institute-approved or institute-offered electives.

All majors following this concentration must take these two required lectures:

• Investigating Journalism (JOUR-UA 501)
• Journalism Ethics and First Amendment Law (JOUR-UA 502)

Plus four required skills courses:

• Journalistic Inquiry: The Written Word (JOUR-UA 101)
• 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 lecture and skills courses: Students may begin the journalism concentration by taking Investigating Journalism (JOUR-UA 501), Journalism Ethics and First Amendment Law (JOUR-UA 502), and Journalistic Inquiry: The Written Word (JOUR-UA 101) in any order (or even concurrently) as these three courses are not sequential. 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.

Plus three electives, one each from any of the following groups:

• 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 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)
• 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 two electives from a specified list of journalism offerings.

All majors following this concentration must take these two required lectures:

• Investigating Journalism (JOUR-UA 501)
• History of the Media (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 may begin the media criticism concentration by taking Investigating Journalism (JOUR-UA 501), History of the Media (JOUR-UA 610), and Journalistic Inquiry: The Written Word (JOUR-UA 101) in any order (or even concurrently) as these three courses are not sequential.

Plus three 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)
• Two elective courses from a specified list of journalism offerings

**Policies Applying to Both Major Concentrations**

The prerequisite for both Investigating Journalism (JOUR-UA 501) and Journalistic Inquiry: The Written Word (JOUR-UA 101) is completion of the College’s expository writing requirement.

Journalistic Inquiry: The Written Word (JOUR-UA 101) is the prerequisite for Journalistic Inquiry: Multimedia (JOUR-UA 102), and both courses are prerequisites for all second-level skills courses. 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. 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 Courses**

Investigating Journalism
JOUR-UA 501  Formerly Foundations of Journalism. 
Prerequisite: completion of the College’s expository writing requirement. 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 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 Concentration:**

**Required Skills Courses**

Journalistic Inquiry: The Written Word
JOUR-UA 101  Prerequisite: completion of the College’s expository writing requirement. 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  Prerequisite: 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 and Society
JOUR-UA 503  No prerequisites 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
JOUR-UA 501 Formerly Foundations of Journalism. Prerequisite: Completion of the College’s expository writing requirement. 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. Offered every semester. 4 points. See description above.

Journalistic Inquiry: Multimedia
JOUR-UA 102 Prerequisite: Journalistic Inquiry (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 Journalistic Inquiry: Multimedia (JOUR-UA 102). Offered every semester. 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: History of the Media (JOUR-UA 610) and The Beat (JOUR-UA 201). 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 prerequisites 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

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 (JOUR-UA 501), 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 (JOUR-UA 501). 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 (JOUR-UA 501), 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 Studies

www.spanish.as.nyu.edu • 13-19 University Place, New York, NY 10003-4573 • Phone: 212-998-8770

The major and minor in Latin American 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 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 as both a foreign and a local culture; the program encourages them to study away at NYU Buenos Aires 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 Kreyòl 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) and the vast resources related to Latin America 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

Professors
Ferrer, Saldaña

Associate Professors
Fischer, Khan, Lane

Assistant Professor
Robbins

Clinical Associate Professor
Calla

Senior Language Lecturer
Gonzales

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 offerings in 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 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, chosen in consultation with the director of undergraduate studies.

In addition, students are required to demonstrate knowledge of Spanish at the level of Advanced Grammar and Composition (SPAN-UA 100), as well as knowledge of either Portuguese (at the level of PORT-UA 10 or PORT-UA 11) or Quechua (at the level of SPAN-UA 81).
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 into their overall course of study. Courses are drawn from the Department of Spanish and Portuguese and/or other departments across the university.

The required courses are as follows:

- One introductory course on Latin America 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 must demonstrate proficiency in Spanish, Portuguese, or Quechua, demonstrated by the following: Advanced Grammar and Composition (SPAN-UA 100), Advanced Portuguese (any course above PORT-UA 200), or one semester of Quechua (SPAN-UA 83). Language courses do not count toward the minor.

COURSES

Center for Latin American and Caribbean Studies (CLACS)
For information about undergraduate courses offered by the Center for Latin American and Caribbean Studies, please contact the center’s director, Professor Jill Lane. For graduate courses open to undergraduates, consult the CLACS website at www.clacs.as.nyu.edu.

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.

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: Human Society and Culture (ANTH-UA 1) or permission of instructor. Abercrombie. 4 points.

Contemporary Issues in the Caribbean
ANTH-UA 102  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Khan. 4 points.

Peoples of Latin America
ANTH-UA 103  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Dávila. 4 points.
MAJOR/MINOR IN LATIN AMERICAN STUDIES

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.

Cultura, Identidad, y Política en América Latina: Un Recorrido desde la Antropología
ANTH-UA 9100  Identical to SPAN-UA 9160. Prerequisite: Advanced Grammar and Composition (SPAN-UA 100). Offered at NYU Buenos Aires. 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. Offered periodically. 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
DRLIT-UA 293  Identical to THEA-UT 748. 4 points.

FRENCH
Approaches to Francophone Literature
FREN-UA 145  Prerequisite: Written Contemporary French (FREN-UA 105) or permission of the department. Offered every year. 4 points.

Haiti: History, Society, and Culture
FREN-UA 833  4 points.

HISTORY
Pirates and Buccaneers: Seaborne Terrorism in the Early Modern World
HIST-UA 369  Identical to EURO-UA 181, IRISH-UA 182. Offered every year. Truxes. 4 points.

Women and Slavery in the Americas
HIST-UA 660  Identical to SCA-UA 730. Offered every other year. Morgan. 4 points.

History of Colonial Latin America
HIST-UA 745  Offered every other year. Thomson. 4 points.

Cuba: History and Revolution
HIST-UA 755  Ferrer. 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
SCA-UA 542  4 points.

Latin Music from Rumba to Reggaeton
SCA-UA 543  4 points.

Globalization, Immigration, and Postcolonial Identity
SCA-UA 560  4 points.

Revolutionary Culture of the Americas
SCA-UA 561  Saldaña. 4 points.
**MAJOR/MINOR IN LATIN AMERICAN STUDIES**

**LINGUISTICS**

**Indigenous Languages of the Americas**
LING-UA 9  No prerequisites. Offered every other year. Gallagher. 4 points.

**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.

**POLITICS**

**Politics of Latin America**
POL-UA 530  Prerequisite: Comparative Politics (POL-UA 500). Offered every year. 4 points.

**Politics of the Caribbean Nations**
POL-UA 532  Identical to SCA-UA 802. Prerequisite: Comparative Politics (POL-UA 500). Offered periodically. 4 points.

**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. Offered periodically. Robbins. 4 points.

**Topics in Brazil Studies**
PORT-UA 700  Taught in Portuguese; in English: PORT-UA 701. When cross-listed with Spanish, numbered SPAN-UA 700 (in Spanish) and SPAN-UA 701 (in English). Offered every year. 4 points.

**Fiction into Film: Brazilian Novels and their Screen Adaptations**
PORT-UA 702  When cross-listed with Spanish, also carries the number SPAN-UA 702. Offered every other year. 4 points.

**Narrating Poverty in Brazilian Literature and Film**
PORT-UA 704  When cross-listed with Spanish, also carries the number SPAN-UA 704. Offered every other year. 4 points.

**The New Brazilian Documentary**
PORT-UA 706  When cross-listed with Spanish, also carries the number SPAN-UA 706. Offered every other year. 4 points.

**The Brazilian Short Story**
PORT-UA 830  Prerequisite: Intermediate Portuguese II (PORT-UA 4). Offered periodically. 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. Offered periodically. 4 points.

**Critical Approaches to Reading, Writing, and Textual Analysis**
SPAN-UA 200  Prerequisite: Advanced Grammar and Composition (SPAN-UA 100) or equivalent. Offered every semester. 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. Offered every year. 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. Offered every year. 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. Offered every other year. 4 points.

Secret Weapons: Reading Julio Cortázar Today
SPAN-UA 441  Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department; no prerequisites when taught in English. Offered periodically. 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. Offered every other year. 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. Offered periodically. 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. Offered every semester. 4 points.

Culture and Politics in the Caribbean
SPAN-UA 580  Taught in Spanish; in English: SPAN-UA 581. Identical to HIST-UA 760. Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of department; no prerequisites when taught in English. Offered periodically. Fischer. 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. Offered every other year. 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. Offered every other semester. 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. Offered periodically. 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.

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.
Major Prior to 2016-2017 Academic Year

The Latino studies major comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as listed below.

Two introductory courses - may be taken in any order:

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- Approaches to Latino Studies (SCA-UA 501; offered periodically) or Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529; offered every year)

Seven elective courses:

- Six designated Latino studies courses; Internship Fieldwork/Seminar (SCA-UA 40/SCA-UA 42) are not required, but are highly recommended and together can count as one elective
- One common SCA elective: a list will be available each semester

Two research courses:

- Strategies in Social and Cultural Analysis (SCA-UA 20)
- Senior Research Seminar (SCA-UA 90)

Major for 2016-2017 Academic Year and Thereafter

(Approved April 2016. Final details pending. Consult online CAS Bulletin 2016-2018 and departmental webpage for updated information. Students who entered CAS before fall 2016 may follow the new version of the major with departmental approval and advisement.) The new Latino studies major requires nine 4-point courses (36 points) completed with a grade of C or better, comprised of: Social and Cultural Analysis (SCA-UA TBD, replacing Concepts in Social and Cultural Analysis, SCA-UA 1); one course in Latino studies designated
Major/Minor in Latino Studies

As a Field Colloquium; one course in Latino studies designated as a Research Seminar; and six approved electives, four of which must be taught by SCA faculty. Approaches to Latino Studies (SCA-UA 501; offered periodically) or Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529; offered every year) may be substituted for the Field Colloquium requirement.

Minor

Five 4-point courses (20 points) are required for the minor in Latino studies: either Approaches to Latino Studies (SCA-UA 501; offered periodically) or Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529; offered every year), plus four electives from the Latino studies course offerings.

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.

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 www.sca.as.nyu.edu/objects/sca.related.honors.

COURSES

Introductory Core

Concepts in Social and Cultural Analysis
SCA-UA 1  Offered every semester. 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific-American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

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/confinement, 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.

Research Core

Strategies in Social and Cultural Analysis
SCA-UA 20  Offered every spring. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Research Seminar
SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), either Approaches to Latino Studies (SCA-UA 501) or Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529), and Strategies in Social and Cultural Analysis (SCA-UA 20). Offered every semester. 4 points.
Each student completes an extended research paper that utilizes various methodological skills. Students
work individually and collaboratively on part of a class research project pertaining to the major in Latino studies.

**Honors Courses**

**Senior Honors Seminar**
SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), either Approaches to Latino Studies (SCA-UA 501) or Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529), Strategies in Social and Cultural Analysis (SCA-UA 20), 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.

**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.

**Internship Fieldwork**
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Ten hours of fieldwork are required. 2 points.

**Internship Seminar**

**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 Latino 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, 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 a Core Cultures and Contexts course. 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 in the U.S.**
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.
MAJOR/MINOR IN LATINO STUDIES

Class Warfare
SCA-UA 545 4 points.
Examines how class conflict plays out in international and institutional settings or "complexes" of present-day society, such as neo-liberal politics, incarceration, educational apartheid, and mass deportation of immigrants. Considers strategies for change, with a focus on the Occupy Movement and its consequences.

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 Narco
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.

Postmodern Travel Fictions
SCA-UA 572 4 points.
Post–World War II authors/filmmakers of the Americas. Topics: the legacy of colonialism; the concept of "freedom" embodied in travel writing and the ideology of conquest engraved in historical memory; the gendered dynamic of travel writing; literary representation (and perpetuation) of racialized myths about North and South America; and the symbolic meanings of locations and locales that protagonists, authors, and directors choose to visit.
Related Courses
The following courses count as 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
SCA-UA 163  Identical to LING-UA 26. 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.

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.

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.

**FACULTY**

**Professor Emeritus**
Heydebrand

**Professors**
Benton (History), Bruner (Psychology; Law), Garland (Sociology; Law), Gordon (History), Greenberg (Sociology), Haney (Sociology; Director, Law and Society), Harrington (Politics; Law), Harvey (Politics), Jost (Psychology), Kornhauser (Law), Lukes (Sociology), Merry (Anthropology; Law and Society), Myers (Anthropology), Peachin (Classics), Persico (Economics; Law and Society), Schieffelin (Anthropology)

**Associate Professors**
Dixon (Sociology), Fahmy (Middle Eastern and Islamic Studies), Rizzo (Economics), Solomon (Journalism)

**PROGRAM**

**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 for their major; they should 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

**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**
See the relevant departmental sections in this Bulletin for course descriptions and prerequisites.

**ANTHROPOLOGY**

**Human Society and Culture**
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.

**Comparative European and U.S. Human Rights**
POL-UA 9994  4 points.
SOCIOLOGY

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.

Sociology of Law
LWSOC-UA 417  Identical to SOC-UA 417.  
4 points.
Major in Linguistics

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

- Either Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28)
- Sound and Language (LING-UA 11)
- Grammatical Analysis (LING-UA 13)
- Introduction to Semantics (LING-UA 4)
- Phonological Analysis (LING-UA 12)
- One of the following: Language and Society (LING-UA 15); African American English I: Language and Culture (LING-UA 23); Language in Latin America (LING-UA 30); or Pidgin and Creole Languages (LING-UA 38)
- Three courses freely chosen from the offerings of the department

Majors and joint majors should begin with the first three requirements above, since other courses have these as prerequisites or presuppose their content. Note that Sound and Language (LING-UA 11) is only taught in the fall; it is a prerequisite for Phonological Analysis (LING-UA 12).

No grade lower than C (or any course taken pass/fail) may be counted toward the major or toward a joint major. If any course is used to fulfill the major or minor requirements of any other department or program at NYU, it may not be used simultaneously to fulfill the requirements for any of the linguistics majors.
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, formerly 28)
- 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, LING-UA 17, LING-UA 76)
  - Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38)
  - Phonology (LING-UA 12)
  - Semantics (LING-UA 4)
  - Computational linguistics (LING-UA 3, LING-UA 6)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

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 conversion or composition course chosen from:
  - German Conversation and Composition (GERM-UA 111)
  - Advanced Composition and Grammar (GERM-UA 114)
- One additional course at the 100 level in conversation, composition, or culture
- Introduction to German Literature (GERM-UA 152)
- An additional advanced literature course, in German, to be determined in consultation with the director of undergraduate studies in the German department.

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:**

• Human Society and Culture (ANTH-UA 1)
• Anthropology of Language (ANTH-UA 17)
• Either Cultural Symbols (ANTH-UA 48) or Language, Power, and Identity (ANTH-UA 16)
• Two other cultural or linguistic anthropology courses approved by the director of undergraduate studies in the Department of Anthropology.

**Required courses in linguistics are:**

• Language (LING-U A 1)
• Language and Society (LING-UA 15)
• Two courses chosen from among the following:
  • Bilingualism (LING-UA 18)
  • Sex, Gender, and Language (LING-UA 21)
  • African American English I: Language and Culture (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, formerly 28)
• 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)
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:

- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Cognition (PSYCH-UA 29)
- One course chosen from among the following:
  - The Psychology of Language (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 chosen from among the following:
  - Perception (PSYCH-UA 22)
  - Introduction to Cognitive Neuroscience (PSYCH-UA 25)
  - Laboratory in Perception (PSYCH-UA 44)
  - Laboratory in Human Cognition (PSYCH-UA 46)
  - The Psychology of Language (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 adviser.

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 adviser.

Joint Honors

The Department of Linguistics offers joint honors in all programs for which it offers joint majors: language and mind, anthropology and linguistics, French and linguistics, German and linguistics, Italian and linguistics, and Spanish and linguistics.

For the requirements of joint honors in anthropology and linguistics, students should see Professor 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. Baltin, Champollion, Collins, 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  Formerly LING-UA 28. Identical to PSYCH-UA 27. Offered every year. Adriana, Baltin, Davidson, Marantz, Marcus, McElree, Murphy, Pykkkanen, 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, formerly 28), or permission of the instructor. Offered every year. Barker, Szabolcsi. 4 points.
Focuses on the compositional semantics of sentences. Introduces set theory, propositional logic, and predicate logic as tools and goes on to
DEPARTMENT OF LINGUISTICS

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. Adriaans, 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.

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 every other year. 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, Guy. 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. 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, formerly 28), or permission of the instructor. Offered at least every fall. Baltin, 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 every other year. 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. 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. 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 English I: Language and Culture
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, formerly 28), 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 every year. 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.

Form, Meaning, and the Mind  
LING-UA 31  Prerequisites: Introduction to Semantics (LING-UA 4) and Grammatical Analysis (LING-UA 13), or permission of the instructor. Offered every other year. Baltin. 4 points.  
The relationship between cognitive organization and the interaction between syntax and semantics in natural language. Asks whether or not the mind is modular (divided into distinct faculties, such as language and vision) and whether or not syntax is an autonomous component of grammar.

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.

Propositional Attitudes  
LING-UA 35  Prerequisite: Philosophy of Language (PHIL-UA 85), Introduction to Semantics (LING-UA 4), or permission of the instructor. Offered occasionally. Barker. 4 points.  
Investigates the nature of linguistic meaning through an examination of the semantics of sentences that report beliefs and other attitudes toward propositions. We read and discuss pertinent papers by linguists and philosophers; background lectures are given on related issues, such as the semantics of proper names, pronouns, and demonstratives.

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, formerly 28), or permission of the instructor. Offered every other year. 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, formerly 28), 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
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. Adriaans, 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 every year. 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.

Etymology
LING-UA 76  Identical to CLASS-UA 23 and MEDI-UA 76. Offered occasionally. 4 points.  
Traces the origin and development of English words. Discusses ways in which new words are created. Introduces concepts of phonological and semantic change, which students apply in identifying cognates linking English with other languages, in particular, but not limited to, Latin and Greek.

Seminar: Research on Current Problems in Linguistics
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

www.french.as.nyu.edu • 13 University Place, New York, NY 10003-4573 • Phone: 212-998-8700

Adviser
Associate Professor Usher

Minor
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.

COURSES

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. The faculty are members of the University's Courant Institute of Mathematical Sciences, noted for its advanced training and research programs which emphasize the applications of mathematics to technology and other branches of science.

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 Florence, NYU London, and NYU Shanghai.

**FACULTY**

**Professors Emeriti**
Berman, Burrow, Childress, Edwards, Hausner, Hoppensteadt, Karal, Lax, Morawetz, Nirenberg, Novikoff, Pollack, Ting, Weitzner

**Silver Professors; Professors of Mathematics**
Cappell, Cheeger, Delft, Lin, McKean, Newman, Peskin, Widlund, Young

**Professors**

**Associate Professors**
Bakhtin, Bourgade, Chen, Donov, Gerber, Germain, Hang, Lubetsky, Pauluis, Rangan, Smith, Stadler, Young

**Assistant Professors**
Austin, Cerfon, Fernandez-Granda, Giannakis, Holmes-Cerfon, O’Neil, Pirutka, Ristroph

**Clinical Associate Professors**
Kolm, Leingang

**Clinical Assistant Professors**
Bhat, Jankowski, Kalaycioglu, Majmudar, Munn, Sondjaja, Stepp, Youngren

**Research Professor**
McQueen

**Courant Instructors**

**Affiliated Faculty**
Fine, Horn, Jones, Schlick, Shapley, Simoncelli, Sodickson, Sokal, Tuckerman

**PROGRAM**

**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 courses that satisfy the QR requirement (in statistics, e.g.) are posted on the Core Curriculum website, www.core.cas.nyu.edu.

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 mathematics score of 650 or higher
- 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 score of 5 or higher (must be 6 or higher to earn credit)
- IB SL score of 6 or higher (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 or Mathematics for Economics I.

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 a CAS adviser.

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)

**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 rest of the thirteen required 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 at the level of Introduction to Computer Science (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 taken under the pass/fail option 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 627, 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.

- 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 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)
- 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 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.

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.

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. Under special circumstances and with the permission of the department, certain graduate courses may be substituted for Honors I-IV.

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)
• 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). With permission of the mathematics department, these honors courses may be replaced with two graduate courses.

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
DEPARTMENT OF MATHEMATICS

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 and Awards

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 650 or higher on the mathematics portion of the SAT or 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).

**Mathematics for Economics I, II**
MATH-UA 211, 212  Prerequisite for MATH-UA 211: same as for Calculus I (MATH-UA 121).
Prerequisite for MATH-UA 212: completion of MATH-UA 211 with a grade of C or higher or passing departmental placement test. Intended for declared and prospective majors in economics. Economics majors pursuing a double 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 per term.
Elements of calculus and linear algebra. Topics: derivatives of functions of one and several variables; interpretations of the derivatives; convexity; constrained and unconstrained optimization; series, including geometric and Taylor series; ordinary differential equations; matrix algebra; eigenvalues; and dynamic optimization and multivariable integration.

**Mathematics for Economics III**
MATH-UA 213  Prerequisite: Mathematics for Economics II (MATH-UA 212). 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.
Prerequisite: Calculus I (MATH-UA 121) or Mathematics for Economics II (MATH-UA 212) (for economics majors) or equivalent with a grade of B-minus or better, and familiarity with introductory physics (at least at the advanced high school level). Recommended: Calculus III (MATH-UA 123). Offered in the spring. 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).

**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.

**Theory of Probability**
MATH-UA 233  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. Not open to students who have taken Probability and Statistics (MATH-UA 235). Offered every term. 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.

**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.  

**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), Probability and Statistics (MATH-UA 234), Statistics (ECON-UA 18), or Analytical Statistics (ECON-UA 20) with a grade of C-plus or better, and/or permission of the instructor. Offered every term. 4 points.  
Linear programming with application to pricing, interest rates and present value. Basic probability, random walks, central limit theorem, Brownian motion, log-normal model of stock prices. Black-Scholes theory of options. Dynamic programming with application to portfolio optimization.

**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 equivalent. Offered in the spring. 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  
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  
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 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 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. 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 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 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. 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) and 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 $\mathbb{R}^n$, Lebesgue measure on $\mathbb{R}^n$, 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 equivalent. Strongly recommended: Analysis (MATH-UA 325). 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 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 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: a grade of C or better in Honors Analysis II (MATH-UA 329) or permission of the department. Offered in the spring. 4 points.

The differential properties of curves and surfaces. Introduction to manifolds and Riemannian geometry.

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. If these courses are used toward fulfillment of the requirements for the baccalaureate degree, no advanced credit is allowed for them in GSAS.

**Numerical Methods**

MATH-GA 2010, MATH-GA 2020

**Scientific Computing**

MATH-GA 2043

**Linear Algebra**

MATH-GA 2111
## DEPARTMENT OF MATHEMATICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra</strong></td>
<td>MATH-GA 2130, MATH-GA 2140</td>
</tr>
<tr>
<td><strong>Number Theory</strong></td>
<td>MATH-GA 2210</td>
</tr>
<tr>
<td><strong>Topology</strong></td>
<td>MATH-GA 2320</td>
</tr>
<tr>
<td><strong>Differential Geometry I, II</strong></td>
<td>MATH-GA 2350, MATH-GA 2360</td>
</tr>
<tr>
<td><strong>Real Variables</strong></td>
<td>MATH-GA 2430</td>
</tr>
<tr>
<td><strong>Ordinary Differential Equations</strong></td>
<td>MATH-GA 2470</td>
</tr>
<tr>
<td><strong>Methods of Applied Mathematics</strong></td>
<td>MATH-GA 2701</td>
</tr>
<tr>
<td><strong>Fluid Dynamics</strong></td>
<td>MATH-GA 2702</td>
</tr>
<tr>
<td><strong>Advanced Topics in Math Biology (Mathematical Models of Primitive Organisms)</strong></td>
<td>MATH-GA 2851</td>
</tr>
<tr>
<td><strong>Probability: Limit Theorems I, II</strong></td>
<td>MATH-GA 2911, 2912</td>
</tr>
</tbody>
</table>
Major: General Information

The program offers an interdisciplinary approach to the histories and cultures of the Middle Ages and the early modern period. It is specifically designed for students wishing to work in more than one field of specialization and to develop individualized programs of study around their own interests rather than those of a single departmental major. Individual advisement enables students to develop a coherent course of study that suits their needs and interests. Among the fields of 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.

FACULTY

Professors Emeriti
Bonfante (Classics), Carruthers (English), Donoghue (English), Gans (Chemistry), Hyman (Art History), Ivy (Hebrew and Judaic Studies), Javitch (Comparative Literature), P. Johnson (History), Kupperman (History), Oliva (History), Regalado (French), Reiss (Comparative Literature), Roesner (Music), Well-Garris Brandt (Fine Arts)

Professors
Archer (English), Bedos-Rezak (History), Bolzoni (Italian), Boorman (Music), Brandt (Art History), Cannon (English), Chazan (Hebrew and Judaic Studies), Cox (Italian), Cusick (Music), Dinshaw (Social and Cultural Analysis/English), Eisler (Fine Arts), Flood (Art History), Garrett (Philosophy), Gilman (English), Guillory (English), Halpern (English), Hoover (English), Katz (Middle Eastern and Islamic Studies), Kay (French), Krinsky (Art History), Lezra (Spanish and Portuguese/Comparative Literature), Longuenesse (Philosophy), Mitsis (Classics/Hellenic Studies), Momma (English), Nagel (Fine Arts), Peirce (History), Rubenstein (Hebrew and Judaic Studies), Rubin (Fine Arts), Smith (Art History), Trachtenberg (Fine Arts), Tylus (Italian/Comparative Literature), Vitz (French), Waley-Cohen (History), Wofford (Gallatin), Wood (German)

Associate Professors
Appuhn (History/Italian), Ardizzzone (Italian), Becker (Religious Studies/Classics), Bolduc (French), Crabtree (Anthropology), Dopico-Black (Spanish and Portuguese), Fleming (English), Forman (Gallatin), Frey (German), Geronimus (Art History), Gottlieb (Hebrew and Judaic Studies), Jauernig (Philosophy), Kennedy (Middle Eastern and Islamic Studies), Maxwell (Fine Arts), Mirabella (Gallatin), Rice (Art History), Rowson (Middle Eastern and Islamic Studies), Rust (English), Smyrulis (History), Thomas (Fine Arts), Usher (French)

Assistant Professors
Duffy (Comparative Literature), Gadberry (Gallatin), Pearce (Spanish and Portuguese), Romig (Gallatin), Russ-Fishbane (Hebrew and Judaic Studies)

PROGRAM

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.
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 theologians’ 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.

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.

Art in the Islamic World
MEDI-UA 98  Identical to ARTH-UA 540. 4 points.

Medieval Art
MEDI-UA 200  Identical to ARTH-UA 4. 4 points.

Art of the Early Middle Ages
MEDI-UA 201  Identical to ARTH-UA 201. 4 points.

Romanesque Art
MEDI-UA 202  Identical to ARTH-UA 202. 4 points.

Gothic Art in Northern Europe
MEDI-UA 203  Identical to ARTH-UA 203. 4 points.

Art and Architecture in the Age of Giotto: Italian Art, 1200–1420
MEDI-UA 204  Identical to ARTH-UA 204. 4 points.

Medieval Architecture
MEDI-UA 205  Identical to ARTH-UA 205. 4 points.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<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>Classical Mythology</td>
<td>MEDI-UA 404</td>
<td>Identical to CLASS-UA 404. 4 points.</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>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>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 969 (in French)</td>
<td>Identical to FREN-UA 868 (in English), FREN-UA 968 (in French). 4 points.</td>
</tr>
<tr>
<td>Foundations of the Christian-Jewish Argument</td>
<td>MEDI-UA 160</td>
<td>Identical to HBRJD-UA 106. 4 points.</td>
</tr>
<tr>
<td>Jewish Philosophy in the Medieval World</td>
<td>MEDI-UA 425</td>
<td>Identical to HBRJD-UA 425. 4 points.</td>
</tr>
<tr>
<td>Jewish Mysticism and Hasidism</td>
<td>MEDI-UA 430</td>
<td>Identical to HBRJD-UA 430. 4 points.</td>
</tr>
<tr>
<td>The Jews in Medieval Spain</td>
<td>MEDI-UA 913</td>
<td>Identical to HBRJD-UA 113. 4 points.</td>
</tr>
<tr>
<td>The Early Middle Ages</td>
<td>MEDI-UA 111</td>
<td>Identical to HIST-UA 111. 4 points.</td>
</tr>
<tr>
<td>The Crusades</td>
<td>MEDI-UA 113</td>
<td>Identical to HIST-UA 113. 4 points.</td>
</tr>
</tbody>
</table>
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.

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 714. 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.
MAJOR/ MINOR IN

Metropolitan Studies

Metropolitan studies, part of the Department of Social and Cultural Analysis (SCA), is an interdisciplinary major focused on the study of cities and metropolitan regions in historical and contemporary perspective. Students use New York City and other global metropolitan centers as their laboratories for understanding the processes of urban and regional development, the major institutions of urban life, urban social movements, urban cultural dynamics, and the socio-environmental consequences of worldwide urbanization. The program draws on the expertise of a wide range of urban scholars within SCA and in complementary departments at NYU. In addition, faculty active in the city’s government, community, and nonprofit agencies provide a unique resource for understanding the city. The major provides particularly valuable preparation for students interested in law, health, teaching, journalism, social work, architecture, city and regional planning, public policy, public administration, nonprofit administration, and community organization.

An accelerated B.A./M.P.A. and B.A./M.U.P. arrangement exists with NYU’s Robert F. Wagner Graduate School of Public Service. For more information, see the section on preprofessional, accelerated, and specialized programs in this Bulletin.

PROGRAM

Major Prior to 2016-2017 Academic Year

The major in metropolitan studies comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as outlined below.

Two introductory courses—may be taken in any order:

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- Approaches to Metropolitan Studies (SCA-UA 601)

Seven elective courses:

- Six designated metropolitan studies electives; Internship Fieldwork/Seminar (SCA-UA 40/SCA-UA 42) are no longer required but highly recommended and together can count as an elective
- One common elective; a list will be available each semester

Two research courses:

- Strategies in Social and Cultural Analysis (SCA-UA 20)
- Senior Research Seminar (SCA-UA 90)

Major for 2016-2017 Academic Year and Thereafter

(Approved April 2016. Final details pending. Consult online CAS Bulletin 2016-2018 and departmental webpage for updated information. Students who entered CAS before fall 2016 may follow the new version of the major with departmental approval and advisement.) The new metropolitan studies major requires nine 4-point courses (36 points) completed with a grade of C or better, comprised of: Social and Cultural Analysis (SCA-UA TBD, replacing Concepts in Social and Cultural Analysis, SCA-UA 1); one course in metropolitan
Major/Minor in Metropolitan Studies

Studies designated as a Field Colloquium; one course in metropolitan studies designated as a Research Seminar; and six approved electives, four of which must be taught by SCA faculty. Approaches to Metropolitan Studies (SCA-UA 601; offered periodically) may be substituted for the Field Colloquium requirement.

Minor

The minor in metropolitan studies requires five courses (20 points): the introductory course Approaches to Metropolitan Studies (SCA-UA 601), plus four electives from the metropolitan studies course offerings.

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.

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 www.sca.as.nyu.edu/object/sca.related.honors.

Courses

Introductory Core

Concepts in Social and Cultural Analysis
SCA-UA 1  Offered every semester. 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

Approaches to Metropolitan Studies
SCA-UA 601  Offered every fall. 4 points.
Explores the historical geography of capitalist urbanization with attention to North American and European cities, to colonial and postcolonial cities, and to the global contexts of urban development. Topics: urban politics and governance; suburban and regional development; urban social movements; urban planning; the gendering of urban space; and racial segregation in urban space.

Research Core

Strategies in Social and Cultural Analysis
SCA-UA 20  Offered every spring. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Research Seminar
SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), and Approaches to Metropolitan Studies (SCA-UA 601). Offered every semester. 4 points.
Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in metropolitan studies.
MAJOR/MINOR IN METROPOLITAN STUDIES

Honors Program

Senior Honors Seminar
SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), 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.

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.

Internship Fieldwork
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Offered every spring. Ten hours of fieldwork are required. 2 points.

Internship Seminar
SCA-UA 42  Corequisite: Internship Fieldwork (SCA-UA 40). Offered every spring. 2 points.

Elective Courses

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.

Landscapes of Consumption
SCA-UA 625  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.

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.

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 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 NYC  
SCA-UA 532  4 points.

The Latinized City, New York and Beyond  
SCA-UA 540  4 points.

COLLEGE CORE CURRICULUM  
Expressive Culture: Images—Architecture in New York Field Study  
CORE-UA 722  4 points.

ECONOMICS  
Urban Economics  
SCA-UA 751  Identical to ECON-UA 227. 4 points.

HEBREW AND JUDAIC STUDIES  
Jerusalem: The City, The Shrine  
SCA-UA 865  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, Lockman, Shohat

**Associate Professors**  
Halim, Kennedy, Keshavarzian, Rowson

**Assistant Professors**  
Igsiz, Koyagi

**Clinical Professors**  
Erol, Ferhadi, Ilieva, Khorrami

**Clinical Assistant Professor**  
Uthman

**Senior Language Lecturers**  
Hassan, Naqvi

**Language Lecturer**  
Aggarwal

**Associate Research Scholar**  
Goelet

**Affiliated Faculty**  
Antoon, Fleming, Flood, Gomez, Ivry, Kapchan, Kazemi, Mirsepassi, Pearce, Peirce, Tawil-Souri

**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.
DEPARTMENT OF MIDDLE EASTERN AND ISLAMIC STUDIES

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)
- Write an honors paper of 50 to 60 double-spaced, typed pages under the supervision of an MEIS faculty member, for which up to 4 points of independent study credit may be awarded (MEIS-UA 997, 998). The subject of the honors paper and the faculty supervisor are chosen in consultation with the director of undergraduate studies.

Awards
The department offers the following awards for excellence:

- The Rumi-Biruni Prize, for excellence in Persian studies
- The Evliya Chelebi Prize, for excellence in Turkish studies
- The Middle Eastern and Islamic Studies Prize, presented to a graduating senior in the honors program
- The Ibn Khaldun Prize, for excellence in Arabic studies
- The Premchand Prize, for excellence in Hindi and Urdu studies

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.

**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.

**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. Khorrami. 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. Khorrami. 4 points per term.*
Focuses on modern Persian fiction.

**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.

A Cultural History of Ancient Egypt
MEIS-UA 614  Identical to HIST-UA 505. Offered periodically. 4 points.
Survey of the literary, religious, and material culture of ancient Egypt. The Egyptian intellectual world is approached through major monuments considered in their cultural context. Daily life, as well as the visual and symbolic aspects of the civilization.

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. 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. 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. 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.

The Ottoman Empire and the World Around It, 1300–1700 C.E.
MEIS-UA 680  Peirce. 4 points.

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 20th century. Emphasis on historical background and development of current problems in the region. Topics: imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

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. 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. Kayagi. 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 times and places.

Topics in Modern Middle Eastern Culture
MEIS-UA 798  Halim. 4 points.

Readings in Contemporary Literary Theory
MEIS-UA 845  4 points.

Religion Courses
Religion and Politics in the Muslim World
MEIS-UA 674  4 points.
History of Judaism: Emergence of Classical Judaism
MEIS-UA 680  4 points.
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.

Topics in Islamic Studies
MEIS-UA 782  Offered every year. 4 points.
Examines a particular aspect of premodern Islamic religious, intellectual, or institutional history. Intended primarily for advanced undergraduates in Middle Eastern and Islamic studies, but other students may register with permission of the instructor.

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.

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 Tears 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.

**FACULTY**

**Professors Emeriti**
Boorman, Burrows, E. Roesner

**Collegiate Professor; Carrol and Milton Petrie Professor of Music**
Beckerman

**Professors**
S. Cusick, Hoffman, Karchin

**Associate Professors**
Daughtry, Mahon, Samuels

**Assistant Professors**
Cohen, Dang, O. La Rosa

**Global Distinguished Professor**
Moloney

**Affiliated Associates**
Bravo (NYU Abu Dhabi), Eisenberg (NYU Abu Dhabi), Kapchan (Performance Studies,Tisch), Quayle (NYU Abu Dhabi)

**PROGRAM**

**Departmental Objectives**

The breadth and depth of knowledge offered by the major provide an excellent foundation for academic, creative, and performance work, offering a solid set of applied critical and listening abilities demanded of musicians and listeners today. The major 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 Tears 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. For students matriculating in CAS in or after fall 2016, the ten 4-point courses for the major are as follows:

- **Aural Perception (MUSIC-UA 193)**
- **Music Theory I and II (formerly Harmony and Counterpoint I and II; MUSIC-UA 201 and 202)**
DEPARTMENT OF MUSIC

- 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 the Steinhardt School’s Department of Music and Performing Arts Professions or in our department’s Collegium Musicum) 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.

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 lesson programs and ensembles associated with the Steinhardt School of Culture, Education, and Human Development’s Department of Music and Performing Arts Professions. Students are also 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 ascendency 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 ascendency 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 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: Harmony and Counterpoint 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: Harmony and Counterpoint 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. 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.
Neural science is a collection of disciplines unified by a concern for the function of the brain. Experimental approaches in neural science vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral and psychological studies of whole organisms. Theoretical tools include mathematical and computational modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms. The Center for Neural Science confers the B.S. degree in neural science.

**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)
- 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 spring semester of their junior year, students seeking honors must complete the Honors Seminar (NEURL-UA 301). 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.

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, 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 spring. Louie, Semple. 4 points. Intended for honors-track juniors or 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), Behavioral and Integrative Neuroscience (NEURL-UA 220), or permission of the instructor. Offered in the fall and spring. 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 sections 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, or 6)
- 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 Consciousness (PHIL-UA 81) 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 should 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 (16 points):

- Language and Mind (LING-UA 3, formerly 28)
- Two courses chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Phonological Analysis (LING-UA 12) [Prerequisite: Sound and Language (LING-UA 11), offered only in the fall]
  - 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)
  - Sound and Language (LING-UA 11)
  - Form, Meaning, and the Mind (LING-UA 31)
  - Propositional Attitudes (LING-UA 35)
  - 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)

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:
  - The Psychology of Language (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 chosen from:
  - Perception (PSYCH-UA 22)
  - Introduction to Cognitive Neuroscience (PSYCH-UA 25)
  - Laboratory in Perception (PSYCH-UA 44)
  - Laboratory in Human Cognition (PSYCH-UA 46)
  - The Psychology of Language (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 1-6), 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**

Honors in philosophy will be awarded to majors who (1) have an overall GPA of 3.65 and an average in philosophy courses of 3.65 and (2) successfully complete the honors program. This program consists of the following three 4-point courses (12 points). (Note: of these courses, only the first two may be counted toward the ten courses required for the major.)

The **Junior Honors Proseminar (PHIL-UA 200)** is taken in the spring semester of junior year. It introduces students to core readings in some of the main areas of current philosophy and provides an intensive training in writing philosophy. Admission to this course usually requires a GPA, both overall and in philosophy courses, of at least 3.65, as well as the permission of the director of undergraduate studies.

Next, the **Senior Honors Seminar (PHIL-UA 201)** is taken in the fall semester of senior year. Students develop, present, and discuss their thesis projects; they also select, and begin to meet separately with, their individual thesis advisers. Entry to this seminar requires completion of the Junior Honors Proseminar and usually a GPA of at least 3.65, both overall and in the philosophy major (or permission of the director of undergraduate studies).

Finally, **Senior Honors Research (PHIL-UA 202)** is taken in the spring semester of senior year. Each student continues to meet separately with his or her individual thesis adviser, producing and discussing a series of rough drafts. The final version is submitted in April. It must be approved by the thesis adviser, as well as by a second faculty reader, for honors to be awarded. The student must also finish with a GPA of at least 3.65 both overall and in the major (no exceptions).
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
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. Gives training in philosophical argument and writing.

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. Gives training in philosophical argument and writing.

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. Gives training in philosophical argument and writing.

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. Gives training in philosophical argument and writing.

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. Gives training in philosophical argument and writing.

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. Gives training in philosophical argument and writing.

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.

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 claims 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?

Consciousness
PHIL-UA 81  Prerequisite: one introductory course. 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, concepts of consciousness, phenomenal concepts, the mind-body problem and neural correlates.
of consciousness, higher-order thought theories of consciousness, the inverted spectrum, views of phenomenality as representation, and arguments for dualism.

**Philosophy of Language**
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 one of the following: Philosophy of Mind (PHIL-UA 80), Consciousness (PHIL-UA 81), 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 and Independent Study**

**Junior Honors Proseminar**
PHIL-UA 200  Prerequisite: open to junior majors with approval of the department; see requirements in the description of the departmental honors program. 4 points.
A seminar taken in spring of junior year. Introduces core readings in selected areas of current philosophy and provides intensive training in writing philosophy papers. See the description of the honors program.
Senior Honors Seminar
PHIL-UA 201  Prerequisite: open to senior majors with approval of the department; see requirements in the description of the departmental honors program. 4 points. A seminar taken in fall of senior year. Students develop their thesis projects with in-class presentations in the seminar. They also meet individually with their faculty thesis adviser. See the description of the honors program.

Senior Honors Research
PHIL-UA 202  Prerequisite: open to senior majors with approval of the department; see requirements in the description of the departmental honors program. 4 points. An independent study taken in spring of senior year. Students meet individually with faculty thesis adviser and produce successive drafts of the honors thesis. See the description of the honors program.

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.
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.

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

FACULTY

Professors Emeriti
Bederson, Borowitz, Brown, Glassgold, Hoffert, Hohenberg, Levy, Lowenstein, Richardson, Robinson, Rosenberg, Sculli, Yarmus

Silver Professors; Professors of Physics
Chaikin, Dvali, Pine

Professors
Budick, Gabadadze, Grier, Grosberg, Hogg, Kent, Nemethy, Percus, Porrati, Scoccimarro, Sokal, Stein, Stroke, Weiner, Zhang, Zwanziger

Collegiate Professors; Professors Of Physics
Farrar, Mincer

Associate Professors
Blanton, Brujic, Cranmer, Gruzinov, Kleban, MacFadyen, Mitra, Sleator

Assistant Professors
Dubovsky, Gershov, Haas, Modjaz, Ruderman, Tinker, Wray, Zidovska

Clinical Professor
Adler

www.physics.as.nyu.edu • Andre and Bella Meyer Hall of Physics • 4 Washington Place, New York, NY 10003-6621 • Phone: 212-998-7700
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)

**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.

**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), 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.
DEPARTMENT OF PHYSICS

- 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)
- Astrophysics (PHYS-UA 150)
- Physics of Biology (PHYS-UA 160)
- General Relativity (PHYS-UA 170)
- Computational Physics (PHYS-UA 210)

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)
- General Physics II (PHYS-UA 12)
- 20th-Century Concepts of Space, Time, and Matter (PHYS-UA 20)
- Any course at or above Physics I (PHYS-UA 91), except for pure laboratory courses

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):
- Origins of Astronomy (PHYS-UA 8)
- Observational Astronomy (PHYS-UA 13)
- Physics and Astronomy in the Renaissance (PHYS-UA 14)
- Astrophysics (PHYS-UA 150)

Honors Program
Candidates for a degree with honors in physics must complete the requirements for the B.A. major described above and attain a 3.65 GPA, both overall and in physics. They must also complete the equivalent of two semesters of experimental or theoretical research. Students who wish to fulfill this requirement should discuss possible options, such as independent study courses, with the director of undergraduate studies. A research paper based on this work must be prepared and orally presented.
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.

**Origins of Astronomy**  
PHYS-UA 8  Identical to MEDI-UA 8. Offered every other year. 4 points.  
Introduction to the historical development of astronomy, from earliest times through the Copernican revolution. Traces the changes in our perception of the heavens and the influences that led to those changes, from astrology to the discoveries of Galileo and the physics of Newton. Includes descriptive astronomy of the solar system and a trip to the Hayden Planetarium.

**Sound and Music**  
PHYS-UA 10  Assumes high school-level mathematics background. Offered every year. 4 points.  
Explores the production of musical sound and how it is perceived by us, dealing mainly with the physical basis of sound. Covers sound waves, resonance, how musical instruments produce sound, the concepts of scales and harmony, physical acoustics, physiological factors of perception, acoustics of auditoria, and sound recording and reproduction. Develops the necessary physics for the course, as needed.

**General Physics I**  
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-minus or better or permission of the department. 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.

**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 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. Offered in the fall. 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). Offered every other year. 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.

**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.
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:

- Analytical Politics
• Political Theory
• American Government and Politics
• Comparative Politics
• International Politics

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 and Advanced Placement (AP) credits are treated as transfer credit for all students.
• AP credit in politics cannot 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.

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.:
  • 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)
• Courses at NYU Washington Square:
  • POL-UA 306, 310, 315, 330, 332, 333, 337, 341, 342, 344, 350, 354, 382
  • Undergraduate Field Seminar: American Politics (POL-UA 395), with permission of the departmental adviser for this track.

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 courses with a POL-UA number not also counted toward another major or minor can be counted toward the politics minor. As per CAS policy, no more than two courses of the five may be transfer courses. No Advanced Placement, International Baccalaureate, or A-Level credits can be used for 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 www.prelaw.cas.nyu.edu.

**COURSES**

**Analytical Politics**

**Quantitative Methods in Political Science**

POL-UA 800  Offered every semester. 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.

**Introduction to Game Theory in Political 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  Prerequisites: 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 year. 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.
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 every year. 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 every year. 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.

Undergraduate Field Seminar: Political Theory
POL-UA 195 Prerequisites: Political Theory (POL-UA 100) and three other politics courses, junior or senior standing, and a minimum 3.0 GPA, or permission of the instructor. Offered every semester. 4 points.
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 every semester. 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 movements such 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 periodically. 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), three other politics courses, 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 year. 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 every year. 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 other 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 nationalismas (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 every other year. 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 “neighboring” 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 year. 4 points.
Analysis of the sources of U.S. foreign policy and the major international problems facing the United States today. Considers the role of national interest, ideology, and institutions.

The Politics of Human Rights
POL-UA 711  Prerequisite: International Politics (POL-UA 700). Offered every other 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 every year. 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 inter-
vention 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.

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, and
the director of undergraduate studies. Does not count
forward 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 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) right 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 and advanced electives that follow. 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) and Laboratory in Social and Organizational Psychology (PSYCH-UA 38), 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 (16 points):
• Language and Mind (LING-UA 3, formerly 28)
DEPARTMENT OF PSYCHOLOGY

• Two courses chosen from the following:
  • Introduction to Semantics (LING-UA 4)
  • Phonological Analysis (LING-UA 12) [Prerequisite: Sound and Language (LING-UA 11), offered only in the fall]
  • 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)
  • Sound and Language (LING-UA 11)
  • Form, Meaning, and the Mind (LING-UA 31)
  • Propositional Attitudes (LING-UA 35)
  • 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)

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):
• Introduction to Psychology (PSYCH-UA 1)
• 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, prepares them for graduate-level work in psychology or such related professional fields as business, law, or medicine, and provides them 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 and demonstrating evidence of individual thought and creativity, is submitted for faculty approval near the end of the junior or senior year. Details and application forms are available from the department.

---

**COURSES**

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. 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 with both calculators and computer software, 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. Wälchli. 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. Carrasco, Heeger, Landy, Maloney, Pelli. 4 points.

Survey of basic facts, theories, and methods of studying sensation and perception. The major emphasis is on vision and audition, although other modalities may be covered. Representative topics include receptor function and physiology; color; motion; depth; psychophysics of detection, discrimination, and appearance; perceptual constancies; adaptation, pattern recognition, and the interaction of knowledge and perception.
Cognitive Neuroscience
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 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. Gollwitzer, Trope, 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 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. Balcetis, 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, merits and limitations of correlational and experimental research designs, and empirical evaluation of theories. Student teams conduct research projects.

Laboratory in Developmental Psychology
PSYCH-UA 40  Prerequisite: Developmental Psychology (PSYCH-UA 34). Rhodes. 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
Laboratory in Infancy Research
PSYCH-UA 42  Prerequisites: 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 yearlong 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 reports for presentation and publication (grant proposals, conference submissions, and journal submissions).

Laboratory in Clinical Research
PSYCH-UA 43  Prerequisites: 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. Carrasco, 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 Human Cognition
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. Kellogg. 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 Cognitive Neuroscience
PSYCH-UA 45  Prerequisite: both Cognitive Neuroscience (PSYCH-UA 25) and Cognition (PSYCH-UA 29), or permission of instructor. Offered every year. Davachi, Poeppel. 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 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  Prerequisite: 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, Pykkänen. 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. Wolitzky. 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.

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 apprentices 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. Murphy, Oettingen, Rehder, Trope. 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. Murphy, Oettingen, Rehder, Trope. 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 majors in psychology 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 twenty-first 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.

Program

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 (PÓL-UA 500)
  - International Politics (PÓL-UA 700)

Six required core courses (24 points) in economics, ethics, 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

Faculty

Professors
Beck (Politics, CAS), Bertelli (Wagner), Billings (Wagner), Brams (Politics, CAS), Bueno de Mesquita (Politics, CAS), Gordon (Politics, CAS), Harrington (Politics, CAS), Mead (Politics, CAS), Tucker (Politics and Russian and Slavic Studies, CAS)

Associate Professors
S. Chan (Wagner), Dickson (Politics, CAS), Egan (Politics, CAS), Pevnick (Politics, CAS)

Assistant Professor
Dube (Politics, CAS)

Clinical Assistant Professor
Bhiladwall (Economics, CAS)
Joint Major in Public Policy

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, drawn from the following list (students must check the philosophy and politics sections of this Bulletin for prerequisites of CAS options):
  - 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)
  - Ethics, Decision Making, and Public Policy (UPADM-GP 120)
- Two analytical approaches and methods courses, to be drawn from a pre-approved list available at www.wagner.nyu.edu/undergrad. Some of these courses expand and deepen students’ abilities to analyze public policy questions using logic and evidence, with approaches drawn from a diverse range of fields (including historiography, formal political theory, program evaluation, qualitative methods, and social and cultural analysis). Other courses introduce students to core concepts and approaches in a policy subfield (including public health, the study of the bureaucracy, public finance, or social and cultural analysis).

Four electives (16 points). Public policy majors will select four elective courses to deepen their understanding of, and expertise in, a key policy area. The current list of approved electives in the fields of economics, environmental studies, politics, sociology, etc. is available at www.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

**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.

**Joint B.A./M.P.A. Program with Wagner**

Students who complete the undergraduate policy major may be well-positioned to apply for the joint B.A./Master in Public Administration degree program offered jointly by NYU Wagner and the College of Arts and Science. On this track, students may complete a maximum of 21 of the 45 credits required for the Wagner M.P.A. while they are still undergraduates. Note that students must enroll in the joint degree program while they are still matriculated in the College of Arts and Science, and they must formally apply to the M.P.A. prior to their graduation from CAS. Please see full program requirements for this track at www.wagner.nyu.edu/dualdegrees/ba-mpamup.

**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.
JOINT MAJOR IN PUBLIC POLICY

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 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, 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
UPADM-GP 101  No prerequisites. Offered every semester. 4 points.
Why do some problems get public attention and not others? Why are outcomes of policy implementation often so disappointing? What role is there for knowledge, evidence, and science in a highly politicized policymaking environment? And what opportunities exist for various actors to influence the direction and outcomes of policymaking?

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.
Basic statistical methods, data analysis, and their application to management, policy, and financial issues. Essential elements of descriptive statistics, univariate and bivariate statistical inference, and multivariate analysis. Encourages a critical approach to reviewing statistical findings and using statistical reasoning in decision making.

The Economics of Public Policy
UPADM-GP 140  Prerequisite: Introduction to Microeconomics (ECON-UA 2) or equivalent. Offered in the spring. 4 points.
Enables students to use economic thinking, concepts, and tools in their professional public policy work, and to refresh and strengthen their quantitative skills. Considers the economic context and analysis of public problems and the use of economic concepts in managerial and policy decisions.

Core Course in Ethics and Justice
All public policy majors must take one of these seven courses. For descriptions of and prerequisites for the CAS options, please see the philosophy and politics sections of this Bulletin.

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.
Ethics, Decision Making, and 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.

Core Courses in Analytical Approaches and Methods
All public policy majors must take two courses in this area, to be drawn from a pre-approved list available online at www.wagner.nyu.edu/undergrad.

Policy Electives
All public policy majors must take four electives, to be drawn from a pre-approved list available online at www.wagner.nyu.edu/undergrad.

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. Instructors drawn from both Wagner and CAS faculty.

**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.
THE PROGRAM IN

Religious Studies

www.religioustudies.as.nyu.edu • 726 Broadway, Suite 554, New York, NY 10003-9580 • Phone: 212-998-3756

Director of the Program
Associate Professor Zito

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

Associate Professors
Becker, Oliphant, Pollick, Zito

Associated Faculty
Bedos-Rezak, Browning, Diner, D. Fleming, Gilsenan, Ginsburg, Goelet, Griffiths, Jassen, Katz, Khan, Levene, Meineck, Myers, Pellegrini, Ronell, Rubenstein, Schiffman, Smith, Taylor, Vitz, Wosh

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: Comparative Topics in the Study of Religion (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 senior thesis under the supervision of a departmental faculty member. The subject of the honors paper and the faculty supervisor are chosen in consultation with the director of undergraduate studies. The average length of the honors paper is approximately 30 double-spaced, typed pages.
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: Comparative Topics in the Study of Religion
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. Formal class presentations.

Major Elective Courses

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.

Judaism, Christianity, and Islam
RELST-UA 102  Identical to MEDI-UA 25, MEIS-UA 800, HBRJD-UA 160. Offered yearly. 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.

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. Becker. 4 points.
PROGRAM IN RELIGIOUS STUDIES

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.

Religious Studies

RELST-UA 337  Offered yearly. 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. Pollick. 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.

Religious Studies

American Evangelicalism
RELST-UA 482  Offered in the fall. Pollick. 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. Pollick. 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. 4 points.
PROGRAM IN RELIGIOUS STUDIES

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 every other year. Becker. 4 points.
Begins with a close study of the development of the martyrological 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. Goel. 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.
Discusses Buddhist doctrinal development in India,
then emphasizes certain local practices: Buddhism
and the family in China; Buddhism, language, and
hierarchy in Japan; the politics of Buddhist Tibet;
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.
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.
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: Reading, Writing, and Textual 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) does not count toward the major; this course (or equivalent, or placement) 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.
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.
Completion of this course satisfies the CAS foreign language requirement.

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, Kosiński, 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 yearly. 4 points.
Prose and poetry. Class discussions and papers are also in Russian.

Russian Literature in the Original II
RUSSN-UA 848  Prerequisite: at least one semester of Advanced Russian or near-native fluency in Russian. Offered yearly. 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 852  Offered periodically. Borenstein. 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.
Legacies of Serfdom and Slavery in Russian and American Literature
RUSSN-UA 854  Offered periodically. Lounsbery. 4 points.
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 non-monetary 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 œuvre 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

www.nyu.edu/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 94), 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 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; www.cas.nyu.edu/page/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.

Director
Professor Jackson, Gallatin/Faculty of Arts and Science

Steering Committee
Associate Professor Appuhn, Faculty of Arts and Science
Professor Jackson, Gallatin/Faculty of Arts and Science
Assistant Professor Mills, Steinhardt
MINOR IN SCIENCE AND SOCIETY

COURSES

Core Course
Introduction to Science and Society
HIST-UA 94 Required for the minor. Jackson. 4 points.
Techniques and approaches used by the humanities and social sciences in studying science, technology, and medicine. Investigates how historians, philosophers, sociologists, and anthropologists apply their methodological toolkits in investigating scientific, technological, and medical knowledge. Invites students to think across several disciplines.

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; www.cas.nyu.edu/page/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.

FRESHMAN SEMINAR PROGRAM
Disease in American History
FRSEM-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 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.

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.

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 1760 4 points.

Quantification and Social Thought
IDSEM-UG 1760 4 points.

Minds and Bodies: A History of Neuroscience
IDSEM-UG 1801 4 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.

NYU TANDON SCHOOL OF ENGINEERING

From Heat Engines to Black Holes
HI-UY 2254 4 points.

The History of Light
HI-UY 3244 4 points.

Space and Spacetime
PL-UY 2274 4 points.

Quantum Mechanics and Information
PL-UY 2294 4 points.

Philosophy of Science
PL-UY 3254 4 points.

Physics, Information, and Computation
PL-UY 3264 4 points.

Relativity and Spacetime
PL-UY 3284 4 points.

Science and Sexuality
STS-UY 2224 4 points.

Magic, Medicine, and Science
STS-UY 2444 4 points.
**MINOR IN SCIENCE AND SOCIETY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Rhetoric of Science</td>
<td>STS-UY 2624</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Seminar in Science and Technology Studies</td>
<td>STS-UY 3004</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science and Difference</td>
<td>STS-UY 3204</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Hypermedia in Context</td>
<td>STS-UY 3434</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science and Technology in the Literary Sphere</td>
<td>STS-UY 3624</td>
<td>4</td>
<td></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 transdisciplinary, combining topics and methodologies from the humanities and social sciences. Its faculty and students work in a broad range of fields, analyzing the social and cultural relationships between individuals, groups, institutions, and governments. In the department, a commitment to historical inquiry coexists with applied knowledge about such modern developments as intensified urbanization, transnational trade and exchange, migration of peoples, racial formation, and the nexus of gender and sexuality.

SCA houses and integrates the activities of six interdisciplinary programs—Africana studies, American studies, Asian/Pacific/American studies, gender and sexuality studies, Latino studies, and metropolitan studies—along with the range of degrees and concentrations offered in these programs. In their teaching and research, SCA students and faculty are encouraged to make intersectional links between the areas of interest on which the programs focus. New York City is a crucible for the department’s work, both in its community orientation and its connections to global networks.

Study in SCA provides excellent background for careers in such fields as community organizing, legal advocacy, nonprofit administration, public policy, and urban and regional planning, among many others. SCA students can elect to major or minor in social and cultural analysis, or to major or minor in one of the six interdisciplinary programs listed above. For detailed information, see the entries for these individual programs in this Bulletin.

Major Prior to 2016-2017 Academic Year

The major in social and cultural analysis comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as outlined below. Students create a concentration, in consultation with their adviser, from the six program areas within SCA: Africana studies, American studies, Asian/Pacific/American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Two introductory courses—may be taken in any order:

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- One of the following:
  - Approaches to Africana Studies (SCA-UA 101; offered periodically) or 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)
  - Approaches to American Studies (SCA-UA 201)
  - 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)
  - Approaches to Gender and Sexuality Studies (SCA-UA 401)
• Approaches to Latino Studies (SCA-UA 501; offered periodically) or Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529; offered every fall)
• Approaches to Metropolitan Studies (SCA-UA 601)

Seven elective courses:
• Six electives from the designated social and cultural analysis course list (must be taught by SCA faculty); Internship Fieldwork/Seminar (SCA-UA 40/SCA-UA 42) are no longer required but highly recommended and together can count as an elective
• One common SCA elective; a list will be available each semester

Two research courses:
• Strategies in Social and Cultural Analysis (SCA-UA 20)
• Senior Research Seminar (SCA-UA 90)

Major for 2016-2017 Academic Year and Thereafter
(Approved April 2016. Final details pending. Consult online CAS Bulletin 2016-2018 and departmental webpage for updated information. Students who entered CAS before fall 2016 may follow the new version of the major with departmental approval and advisement.) The new social and cultural analysis major requires nine 4-point courses (36 points) completed with a grade of C or better, comprised of: Social and Cultural Analysis (SCA-UA TBD, replacing Concepts in Social and Cultural Analysis, SCA-UA 1); one course designated as a Field Colloquium in one of the constituent programs within SCA; one course designated as a Research Seminar in one of the constituent programs within SCA; and six approved electives, four of which must be taught by SCA faculty. An “Approaches” course in one of the SCA program areas, or one of the acceptable Core Cultures and Contexts courses noted under the old major (above), may be substituted for the Field Colloquium requirement.

Minor
The minor in social and cultural analysis requires five courses (20 points): the introductory course Concepts in Social and Cultural Analysis (SCA-UA 1), plus four additional courses selected from the designated SCA course list (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 (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.

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 sca.as.nyu.edu/object/sca.related.honors.
DEPARTMENT OF SOCIAL AND CULTURAL ANALYSIS

COURSES

Introductory Core
Concepts in Social and Cultural Analysis
SCA-UA 1  Offered every semester. 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

For the second introductory course required of SCA majors, consult the list under "program of study" (or the SCA website).

Research Core
Strategies in Social and Cultural Analysis
SCA-UA 20  Offered every spring. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Research Seminar
SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), and one of the following: SCA-UA 101 or CORE-UA 505, 532, or 534; SCA-UA 201; SCA-UA 301 or CORE-UA 539; SCA-UA 401; SCA-UA 501 or CORE-UA 529; or SCA-UA 601. Offered every semester. 4 points.
Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in social and cultural analysis.

Honors Program
Senior Honors Seminar
SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), one of the following: SCA-UA 101 or CORE-UA 505, 532, or 534; SCA-UA 201; SCA-UA 301 or CORE-UA 539; SCA-UA 401; SCA-UA 501 or CORE-UA 529; 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.

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.

Internship Fieldwork
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Ten hours of fieldwork are required. 2 points.

Internship Seminar

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 electives for SCA majors and minors. See the program sections in this Bulletin for course descriptions and prerequisites.

AFRICANA STUDIES
Black Urban Studies
SCA-UA 115  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.

Topics in Africana Studies  
SCA-UA 180  4 points.

Topics in Pan-Africanism  
SCA-UA 181  4 points.

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

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

Ethnicity and the Media  
SCA-UA 232  4 points.

Cultures and Economies  
SCA-UA 234  4 points.

Marxist Cultural Theory  
SCA-UA 240  4 points.

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

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.

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 Art and Performance in NYC  
SCA-UA 534  4 points.

Latino/a Popular Culture  
SCA-UA 534  4 points.

The Latinized City, New York and Beyond  
SCA-UA 540  4 points.

Topics in Latino Studies  
SCA-UA 541  Offered every semester. 4 points.

Latino Politics in the U.S.  
SCA-UA 542  Offered every fall. 4 points.

Class Warfare  
SCA-UA 545  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  
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.

Urban Environmentalism  
SCA-UA 631  4 points.

Climate Change and Environmental Justice  
SCA-UA 632  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 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.
C. Wright Mills once defined sociology as the intersection of history and biography. That is, sociology studies the ways that social structures and interactions shape human experience. Sociologists seek to understand the full range of social institutions and practices, from the dynamics of couples and small groups to the shape of institutions such as the church, occupations, and the family to the functioning of communities, cities, and whole societies. Sociological methods of research are diverse, ranging from the quantitative analysis of large surveys to qualitative approaches, such as in-depth interviewing, participant observation, and historical investigation.

The Department of Sociology at NYU reflects the diversity of the discipline. The faculty includes experts in deviance, law, and crime; organizations, occupations, and work; politics, social protest, and social policy; education, inequality, and social mobility; culture, art, and mass media; urban community and the global city; and sex, gender, and the family. The department encourages students to study issues from a variety of perspectives and to develop a “sociological imagination” that enables them to analyze social arrangements and problems. Whether the goal is to become an informed citizen or an expert in a special field, the department offers the tools and knowledge to help students make sense of the world around them.

DEPARTMENT OF
Sociology

C. Wright Mills once defined sociology as the intersection of history and biography. That is, sociology studies the ways that social structures and interactions shape human experience. Sociologists seek to understand the full range of social institutions and practices, from the dynamics of couples and small groups to the shape of institutions such as the church, occupations, and the family to the functioning of communities, cities, and whole societies. Sociological methods of research are diverse, ranging from the quantitative analysis of large surveys to qualitative approaches, such as in-depth interviewing, participant observation, and historical investigation.

The Department of Sociology at NYU reflects the diversity of the discipline. The faculty includes experts in deviance, law, and crime; organizations, occupations, and work; politics, social protest, and social policy; education, inequality, and social mobility; culture, art, and mass media; urban community and the global city; and sex, gender, and the family. The department encourages students to study issues from a variety of perspectives and to develop a “sociological imagination” that enables them to analyze social arrangements and problems. Whether the goal is to become an informed citizen or an expert in a special field, the department offers the tools and knowledge to help students make sense of the world around them.

DEPARTMENT OF
Sociology

C. Wright Mills once defined sociology as the intersection of history and biography. That is, sociology studies the ways that social structures and interactions shape human experience. Sociologists seek to understand the full range of social institutions and practices, from the dynamics of couples and small groups to the shape of institutions such as the church, occupations, and the family to the functioning of communities, cities, and whole societies. Sociological methods of research are diverse, ranging from the quantitative analysis of large surveys to qualitative approaches, such as in-depth interviewing, participant observation, and historical investigation.

The Department of Sociology at NYU reflects the diversity of the discipline. The faculty includes experts in deviance, law, and crime; organizations, occupations, and work; politics, social protest, and social policy; education, inequality, and social mobility; culture, art, and mass media; urban community and the global city; and sex, gender, and the family. The department encourages students to study issues from a variety of perspectives and to develop a “sociological imagination” that enables them to analyze social arrangements and problems. Whether the goal is to become an informed citizen or an expert in a special field, the department offers the tools and knowledge to help students make sense of the world around them.

DEPARTMENT OF
Sociology

C. Wright Mills once defined sociology as the intersection of history and biography. That is, sociology studies the ways that social structures and interactions shape human experience. Sociologists seek to understand the full range of social institutions and practices, from the dynamics of couples and small groups to the shape of institutions such as the church, occupations, and the family to the functioning of communities, cities, and whole societies. Sociological methods of research are diverse, ranging from the quantitative analysis of large surveys to qualitative approaches, such as in-depth interviewing, participant observation, and historical investigation.

The Department of Sociology at NYU reflects the diversity of the discipline. The faculty includes experts in deviance, law, and crime; organizations, occupations, and work; politics, social protest, and social policy; education, inequality, and social mobility; culture, art, and mass media; urban community and the global city; and sex, gender, and the family. The department encourages students to study issues from a variety of perspectives and to develop a “sociological imagination” that enables them to analyze social arrangements and problems. Whether the goal is to become an informed citizen or an expert in a special field, the department offers the tools and knowledge to help students make sense of the world around them.

DEPARTMENT OF
Sociology

C. Wright Mills once defined sociology as the intersection of history and biography. That is, sociology studies the ways that social structures and interactions shape human experience. Sociologists seek to understand the full range of social institutions and practices, from the dynamics of couples and small groups to the shape of institutions such as the church, occupations, and the family to the functioning of communities, cities, and whole societies. Sociological methods of research are diverse, ranging from the quantitative analysis of large surveys to qualitative approaches, such as in-depth interviewing, participant observation, and historical investigation.

The Department of Sociology at NYU reflects the diversity of the discipline. The faculty includes experts in deviance, law, and crime; organizations, occupations, and work; politics, social protest, and social policy; education, inequality, and social mobility; culture, art, and mass media; urban community and the global city; and sex, gender, and the family. The department encourages students to study issues from a variety of perspectives and to develop a “sociological imagination” that enables them to analyze social arrangements and problems. Whether the goal is to become an informed citizen or an expert in a special field, the department offers the tools and knowledge to help students make sense of the world around them.

DEPARTMENT OF
Sociology

C. Wright Mills once defined sociology as the intersection of history and biography. That is, sociology studies the ways that social structures and interactions shape human experience. Sociologists seek to understand the full range of social institutions and practices, from the dynamics of couples and small groups to the shape of institutions such as the church, occupations, and the family to the functioning of communities, cities, and whole societies. Sociological methods of research are diverse, ranging from the quantitative analysis of large surveys to qualitative approaches, such as in-depth interviewing, participant observation, and historical investigation.

The Department of Sociology at NYU reflects the diversity of the discipline. The faculty includes experts in deviance, law, and crime; organizations, occupations, and work; politics, social protest, and social policy; education, inequality, and social mobility; culture, art, and mass media; urban community and the global city; and sex, gender, and the family. The department encourages students to study issues from a variety of perspectives and to develop a “sociological imagination” that enables them to analyze social arrangements and problems. Whether the goal is to become an informed citizen or an expert in a special field, the department offers the tools and knowledge to help students make sense of the world around them.
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 courses chosen from sociology and/or GPH, 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 major.
Courses are open to all interested students, and have no prerequisites unless otherwise specified.

**Introduction to Sociological Analysis**

*Introduction to Sociology*

SOC-UA 1  *Offered every semester.* Arum, Conley, Manza, Molotch. 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.

**Great Books in Sociology**

SOC-UA 3  *Offered every three years.* Corradi. 4 points.

Critical explanation and analysis of the principles and main themes of sociology as they appear in classic texts. Topics: social bases of knowledge, development of urban societies, social structure and movements, group conflict, bureaucratic organization, nature of authority, social roots of human nature, suicide, power and politics, and race, class, and gender.

**Methods of Inquiry**

*Research Methods*

SOC-UA 301  *Offered every semester.* Arum, Conley, Cowan, Gerson, Haney, Jackson, Maisel, Morning. 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.* Lee, Maisel. 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.* Abend, Corradi, Lukes. 4 points.

Detailed analysis of the writings of major social theorists since the 19th century in both Europe and America: Tocqueville, Marx, Durkheim, Weber, Simmel, Freud, Mead, Parsons, Merton, Goffman, Habermas, Giddens, Alexander, and Bourdieu.

**Law, Deviance, and Criminology**

**Law and Society**

SOC-UA 413  *Identical to LWSOC-UA 1.* *Offered every year.* Dixon, Greenberg. 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. Dixon, Greenberg, Horowitz. 4 points.
How statuses and behaviors come to be considered deviant or normal; theories of causation, deviant cultures, communities, and careers. Functioning of social control agencies. The politics of deviance. Consideration of policy implications.

Criminology
SOC-UA 503  Identical to LWSOC-UA 503. Offered every year. Dixon, Garland, Greenberg. 4 points.
The making of criminal laws and their enforcement by police, courts, prisons, probation and parole, and other agencies. Criminal behavior systems, theories of crime and delinquency causation, victimization, corporate and governmental crime, and crime in the mass media. Policy questions.

Sex, Gender, and the Family
Sex and Gender
SOC-UA 21  Identical to SCA-UA 704. Offered every year. Gerson, Haney, Jackson. 4 points.
What forms does gender inequality take, and how can it best be explained? How and why are the relations between women and men changing? What are the most important social, political, and economic consequences of this “gender revolution”? 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. England. 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  Identical to SCA-UA 724. Offered every year. Gerson, Wu. 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  Identical to SCA-UA 725. Offered every year. Greenberg. 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.

Inequality and Power in Modern Societies
Race and Ethnicity
SOC-UA 135  Identical to SCA-UA 803. Offered every year. Morning, Royster, Sharkey. 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. Royster. 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  Prerequisite: Introduction to Sociology (SOC-UA 1) recommended but not required. Offered every two years. Chibber, Jackson, Manza, Torche. 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 postsocialist societies.
DEPARTMENT OF SOCIOLOGY

The American Ghetto
SOC-UA 139 Offered every two years. Sharkey. 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.

Social Movements, Protest, and Conflict
SOC-UA 205 Offered every two years. Goodwin. 4 points.
Analyzes reformist, revolutionary, and nationalistic struggles, their typical patterns and cycles, and the role of leaders as well as symbols, slogans, and ideologies. Recent social movements: civil rights, feminism, ecology, the antinuclear movement, and the New Right. Examines reformist versus radical tendencies.

American Capitalism in Theory and Practice
SOC-UA 386 Offered every two years. Chibber. 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. Chibber. 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. Ertman, Goodwin. 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.

The Sociology of Conflict and War
SOC-UA 472 No prerequisites; some background in history, politics, sociology, or literature is highly recommended. Not intended for freshmen. Offered every other year. Corradi. 4 points.
The organized violence of warfare is a central experience of humanity. In its 238 years of existence, the U.S. has spent 217 at war and only 21 in peace. How, when, and why do societies fight? Emphasis on research, with guest speakers and a variety of source material.

Education, Art, Religion, Culture, and Science

Sociology of Medicine
SOC-UA 414 Offered every two years. Cowan, Jennings. 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 Prerequisite: Introduction to Sociology (SOC-UA 1) recommended but not required. Offered every two years. Arum. 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 Music, Art, and Literature
SOC-UA 433 Offered every two years. Corradi, Ertman. 4 points.
Production, distribution, and consumption of music, art, and literature in their social contexts.

Urban Communities, Population, and Ecology

Immigration
SOC-UA 452 Offered every two years. Jasso. 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.

**Cities, Communities, and Urban Life**
SOC-UA 460  Identical to SCA-UA 760. Offered every year. Horowitz, Klinenberg, Molotch, Sharkey. 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?

**Comparative Sociology**

**Comparative Modern Societies**
SOC-UA 133  Offered every two years. Chibber, Corradi, Ertman, Haney. 4 points. Theory and methodology. Examines several modern societies with different cultural backgrounds and attempts to synthesize sociologically the nature of modernity and its implications for the individual, his or her society, and the world.

**Social Change**
SOC-UA 141  Offered every two years. Corradi, Hout. 4 points. Covers both substance and methods; students’ projects apply what they have learned to public data on social change. Themes include the search for evidence, integrating theory and evidence, and using social science tools to analyze change.

**Social Policy and Social Problems**

**Social Policy in Modern Societies**
SOC-UA 313  Offered every two years. Haney. 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.

**Seminars**
The Department of Sociology offers advanced seminars each semester. Recent seminar topics have included American families in transition; gender, politics, and law; the welfare state; the sociology of childhood; human nature and social institutions; and explaining September 11th. Please consult the department for a current listing.

**Advanced Seminar in Sociology**
SOC-UA 934 to SOC-UA 949  Prerequisites: junior standing and three courses in sociology, including Introduction to Sociology (SOC-UA 1), or written permission of the instructor. 4 points. Topics vary. Please consult the department for current content.

**Senior Honors Research Seminar**
SOC-UA 950, 951  Required for all honors students. Offered in fall and spring respectively. 4 points per term. Assists students in researching, designing, and completing senior thesis projects.

**Topics Course**

**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.

**Graduate Courses Open to Undergraduates**

Under special circumstances, courses offered in the sociology graduate program are open to qualified sociology majors with the permission of the instructor.
The 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 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.

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**

- **Anthropology of 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 INTEGRALIZED 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.

- **Modern South Asian Literature**
  - MEIS-UA 717  4 points.

- **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.
MINOR IN SOUTH ASIAN STUDIES

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.
DEPARTMENT OF

Spanish and Portuguese Languages and Literatures

www.spanish.as.nyu.edu • 13-19 University Place, New York, NY 10003-4573 • Phone: 212-998-8770

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 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 studies; Iberian studies; Romance languages; Spanish and linguistics; and Lusophone-Brazilian language and literature), as well as minors in Spanish, Latin American studies, Iberian studies, creative writing in Spanish, and Portuguese-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 www.esferasnyu.com.

FACULTY

Professors Emeriti
Anderson, Krabbenhoft, Martínez, Molloy

University Professor of Spanish and Portuguese
Taylor

Collegiate Professor of Spanish and Portuguese
Fernández

Professors
Labanyi, Lezra, Subirats

Associate Professors
Basterra, Dópico, Dópico-Black, Fischer, Giorgi, Lane, Mendelson, Peixoto

Assistant Professors
Noel, Pearce, Robbins, Torres-Rodríguez, Tortorici

Clinical Professors
Dreyfus, Zemborain

Clinical Associate Professors
Dávila, Elorrieta

Clinical Assistant Professor
Zubieta

Senior Language Lecturers
Amelio, Augspach, Ayres, Cleves, Del Risco, Hernández, López-Garcia, Martínez, Segura, Trueman, Veloso

Language Lecturers
Burgos, González, Hernández, Muñoz, Sooudi

PROGRAM

Major in Luso-Brazilian Language and Literature (Portuguese)

Nine 4-point courses (36 points) in language, literature, and culture, conducted in Portuguese beyond the intermediate level and completed with a grade of C or better. Portuguese courses at the graduate level and related courses in other departments may be counted toward the major with the permission of the director of undergraduate studies.

Minor in Luso-Brazilian Language and Literature (Portuguese)

Five 4-point courses (20 points) beyond the intermediate level, completed with a grade of C or better. Portuguese courses at the graduate level may be counted toward the minor with the permission of the director of undergraduate studies.

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; the WebCAPE online placement exam (last administered May 2015); 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 test (not an online placement exam or the usual written exemption exam) for placement into 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: www.nyu.edu/cas/flpexam; NYU in-person exemption exam instructions: www.cas.nyu.edu/page/placementexams. 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 must 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, 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, it can no longer serve as an automatic prerequisite for the next course in the sequence. The student must take or retake the placement examination to determine the correct level of study. This may result in repeating SPAN-UA courses and loss of credit.

For more information and tables showing appropriate course placement for specific test scores, consult the section on language placement at the department's website, spanish.as.nyu.edu. To contact the director of the language program, 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 Two (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 exam 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 exam at the Spanish department (not the online placement or usual written exemption exam) and consult with the director of the Spanish language program.
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 studies; Iberian studies; Romance languages; and Spanish and linguistics. Students must discuss and plan their program of study with the director of undergraduate studies. 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)
- Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200)
- The Iberian Atlantic (SPAN-UA 300)
- Either 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 Studies

This major comprises nine 4-point courses (36 points) drawing on both offerings in this department and courses related to Latin America 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 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, drawn from departments across the University and chosen by advisement.

In addition, students are required to demonstrate knowledge of Spanish at the level of Advanced Grammar and Composition (SPAN-UA 100), as well as knowledge of either Portuguese (at the level of PORT-UA 10 or PORT-UA 11) or Quechua (at the level of SPAN-UA 81). However, language courses and advanced language electives cannot be used toward the nine course requirement for this major. For further details, see the Latin American studies section of this Bulletin.

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.
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, or placement) is a prerequisite for entering the major.

In the Department of Linguistics, students must take the following five 4-point courses (20 points):

- One introductory course chosen from Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28)
- 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 (please see linguistics section in this Bulletin for course titles and descriptions):
  - Historical linguistics (LING-UA 14, LING-UA 17, LING-UA 76)
  - Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38)
  - Phonology (LING-UA 12)
  - Semantics (LING-UA 4)
  - Computational linguistics (LING-UA 3, LING-UA 6)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

Policies Applying to All Spanish Minors

Students may complete a minor in Spanish by pursuing one of four minor tracks. 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) 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 Studies

The minor consists of five courses (20 points) on Latin America, 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 309), Cultures and Contexts: The Caribbean (CORE-UA 509), or Cultures and Contexts: Latin America (CORE-UA 515). In addition, students must demonstrate proficiency in Spanish, Portuguese, or Quechua, demonstrated by the following: Advanced Grammar and Composition (SPAN-UA 100), Advanced Portuguese (any course above PORT-UA 200), or one semester of Quechua (SPAN-UA 83). However, language courses and advanced language electives cannot be used toward the five course requirement 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). However, language courses and advanced language electives cannot be used 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, or placement) 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.

COURSES

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 grammar. 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: 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**  
When taught in Portuguese, the following courses have as a prerequisite Intermediate Portuguese II (PORT-UA 4) or the permission of the director of undergraduate studies.

**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, João Guimarães Rosa, Clarice Lispector, Rubem Fonseca, and João 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 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 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) 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.

**Spanish for Spanish Speakers**
SPAN-UA 11  Prerequisite: placement exam/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.

**Beginning Quechua I**
SPAN-UA 81  No prerequisite. 4 points.

**Beginning Quechua II**
SPAN-UA 82  Prerequisite: Beginning Quechua I (SPAN-UA 81) or permission of the instructor. 4 points.
Continuation of SPAN-UA 81.

**Intermediate Quechua I**
SPAN-UA 83  Prerequisite: Beginning 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  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: Spanish for Spanish Speakers (SPAN-UA 11) or placement/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: Advanced Grammar and Composition (SPAN-UA 100) or equivalent, 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 equivalent. Offered every semester. 4 points.

Close reading of and writing about texts from 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.
Sounds, sentence structure and word order, and word meaning and formation, with attention to 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.

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 year. 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.
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, Buñuel, Dalí, Tápies, 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 prerequisites 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 Bellatín, 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.

**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 documentary 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 (www.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 (www.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.
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 100), 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 attend 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 is 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, www.prehealth.cas.nyu.edu.

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 abbreviated...
beyond biology major. Students are also expected to participate in the program’s cocurricular activities, which are designed to enhance their understanding of the dental profession; these activities include special lectures, field trips, and cultural functions.

During the fall of the third year, students in the B.A./D.D.S. program take the Dental Admission Test and make formal application to the College of Dentistry. Students enter the College of Dentistry in fall of the fourth year and must maintain matriculation in the College of Arts and Science during their first year of dental school. For the B.A. degree to be awarded, an official copy of the first-year dental school transcript and a statement from the College of Dentistry indicating promotion to the second year of dental studies is forwarded to the associate dean for advising and student services in the College of Arts and Science’s Office of the Dean.

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.

Our 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). In addition to our professional staff, the postbaccalaureate student community provides a supportive environment for academic success. 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 will be 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 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.

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 our program and review the NYU prehealth science curriculum at www.prehealth.cas.nyu.edu. We hold information sessions about the postbaccalaureate program 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 us at postbac@nyu.edu or call our office to speak with a staff member should you have questions about the program.

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 juniors an opportunity to apply for one-on-one mentoring with experienced attorneys who are alumni of the College, and the Prelaw Advisory Board serves as a focus group for the overall prelaw community. Students should visit www.prelaw.cas.nyu.edu 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 sessions during the fall semester. In addition, the Wasserman Center for Career Development administers sample Law School Admission Tests (LSAT) in the fall and spring of each year and 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 www.engineering.cas.nyu.edu.

### Accelerated Bachelor’s/Master’s Program (CAS and 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 in the program 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 program 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 program 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. Bachelor's/master's students who satisfy program 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 program, including international students, and it does not require an additional application. Bachelor's/master's students who make additional tuition payments as undergraduates in order to accelerate their program of study receive 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% program 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 program are available on the bachelor's/master's program 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 advisors (Roberto Martinez, roberto.martinez@nyu.edu, for English and mathematics; Khanh Le, khanh.le@nyu.edu, for social studies). 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 a lower cost than normal. 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 graduate 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, 28 of the 60 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 associate director for interschool programs in CAS or with the director of student services in Wagner. Metropolitan studies majors follow a course of study that allows them to take full advantage of the combined degree program. Interested students should speak with the director of undergraduate studies in metropolitan studies.

Application guidelines and a schedule of walk-in advising hours for this program are available on the bachelor’s/master’s program website (bachmut.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:

- Alaska
- Arizona
- California
- Connecticut
- District of Columbia (Washington, D.C.)
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 www.nyu.edu/summer.

For information on all NYU winter programs (the January term), visit www.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 www.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 www.nyu.edu/admissions/summer-sessions/summer-in-nyc.html.

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 away 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 arts, architecture, history, politics, language, or literature of the region. The 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. Admissions and curriculum information is available at www.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 are:

- 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 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 three-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**
The 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 summer program 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 or 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.

**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-format 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: Contemporary Art in NYC; Creative Writing: Intro Fiction & Poetry; Film as Literature; and Music of New York. Please visit [www.nyu.edu/winter](http://www.nyu.edu/winter) for more information.
New York University Study Away

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; www.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 –AD (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. 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 –AD 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 towards 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 www.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 www.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 www.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 Persian 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 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 and Chinese 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 Guggenheim Abu Dhabi and 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.

Some study away courses bearing the suffix –AD (NYU Abu Dhabi) are approved not to 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 –AD 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 residential neighborhoods within walking distance of the NYU Global 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 www.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.

All NYU Berlin students live in the lively district of Kreuzberg in a NYU-managed residence hall. Students share double rooms and enjoy spacious common areas and a film screening studio. Outdoors, there is a well-manicured green space, which invites students to study and relax. Student housing is located just a short walk from two major subway lines, making the commute to classes at the Global 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 www.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. 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.

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, 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 NYU global 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 www.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 institutions in London to offer science courses approved by the American Medical College Application Service (AMCAS) for medical school admittance. Fieldwork and site visits are a regular part of many classes and students may apply to for-credit internships with key institutions in fields including marketing, finance, media, law, politics, health, and theatre.

The global academic center, a converted 18th-century town house, is located on historic Bedford Square near many museums and public parks and gardens. The center offers classrooms, a computer lab, and a student resource room. Students live nearby in NYU-arranged residences close to public transportation, the shops of the Brunswick Center, and the West End (London’s theatre district).

Students can take advantage of guided tours to places such as the British Museum, Shakespeare’s Globe, the Tate Gallery, Westminster Abbey, and the Tower of London. There are also several walking tours focusing on the architecture of districts such as Soho, Bloomsbury, and Westminster, as well as excursions to sites outside of London.

Arts and Science’s six-week summer program in London 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.

CAS also offers a specialized three-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 examined within the context of history and tradition. The program is intensive and involves daily trips over a three-week period throughout London and its environs. For information on either summer program in London, please consult www.nyu.edu/summer.

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.

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 www.nyu.edu/summer.

NYU PARIS

The curriculum at NYU Paris focuses on the language, arts, history, literature, 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 background in French enroll in Program I, where all courses except for language courses are taught in English. Students proficient in French participate in Program II, which features a variety of courses taught in French. All students take a French language course appropriate to their level.

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 opera, ballet, and important historic sites. Students also have the opportunity to take a course or two through an arrangement at one of the local French universities.

The NYU Paris global academic center is located in the Latin Quarter, the thriving historic and intellectual heart of Paris. Students have the opportunity to benefit from the numerous cultural, artistic, and academic institutions of this wonderful neighborhood. The cocurricular program offers day trips to places outside of the city such as Chantilly, Giverny, and Versailles, and weekend excursions and study-trips to locations such as Avignon, the Loire Valley, and La Rochelle, that allow students to further embrace the richness, depth, and diversity of French history and civilization.

Student housing is arranged by NYU in homestays, apartments, and residences around the city—all commutable to the academic center via public transportation.

Arts and Science also offers a six-week summer program in Paris. 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.

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...
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, with a population estimated to be between 16 and 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 short 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. 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 approved not to 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 Shanghai website. 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 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 Archa and Ponec theatres and the Prague Philharmonic Orchestra. NYU-arranged housing is provided in residential buildings a short commute from the global 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 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,
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.

All students live 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 www.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)

**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 www.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 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. 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.

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 Jeffrey S. Gould Welcome Center located at 50 West Fourth Street. The Office of Undergraduate Admissions holds daily information sessions and conducts campus tours, Monday through Friday 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:

- The SAT Reasoning Test; or
- The ACT (with Writing Test); 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:

- 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
<table>
<thead>
<tr>
<th>Country</th>
<th>Exams or Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>Higher Secondary Certificate (HSC) Exams</td>
</tr>
<tr>
<td>Belarus</td>
<td>Belarusian Central Testing</td>
</tr>
<tr>
<td>Bhutan</td>
<td>Bhutan Higher Secondary Education Certificate Examination (BHSEC)</td>
</tr>
<tr>
<td>Bolivia</td>
<td>Prueba de Aptitud Academica (PAA)</td>
</tr>
<tr>
<td>Brazil</td>
<td>Certificado de Conclusao de Ensino Medio + Vestibular (University Entrance Exam) or Exame Nacional do Ensino Médio/ Middle Education National Examination (ENEM)</td>
</tr>
<tr>
<td>China</td>
<td>Chinese National Higher Education Entrance Examination (Gao Kao)</td>
</tr>
<tr>
<td>Colombia</td>
<td>Examen de Estado para Ingreso a la Educacion Superior (Saber 11)</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Bachillera Nacional</td>
</tr>
<tr>
<td>Cote D’Ivoire</td>
<td>Baccalauréat</td>
</tr>
<tr>
<td>Croatia</td>
<td>Matura</td>
</tr>
<tr>
<td>Cyprus</td>
<td>Πανευρωπαϊκές Εξετάσεις (Pancyprian Examinations)</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Maturitní zkouška</td>
</tr>
<tr>
<td>Denmark</td>
<td>Students may submit either of the following exams:</td>
</tr>
<tr>
<td></td>
<td>- Studenterexamen</td>
</tr>
<tr>
<td></td>
<td>- Højere Forberedelseseksamen</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>Prueba de Aptitud Academica (PAA)</td>
</tr>
<tr>
<td>Ecuador</td>
<td>Prueba de Aptitud Academica (PAA)</td>
</tr>
<tr>
<td>El Salvador</td>
<td>Prueba de Aptitud Academica (PAA)</td>
</tr>
<tr>
<td>Estonia</td>
<td>Riigiksamitunnistus</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>Ethiopian Higher Education Entrance Examination</td>
</tr>
<tr>
<td>Europe</td>
<td>European Baccalaureate (EB)</td>
</tr>
<tr>
<td>Fiji</td>
<td>Fiji Seventh Form Examination (FSFE)</td>
</tr>
<tr>
<td>Finland</td>
<td>Ylioppilastutkotodistus</td>
</tr>
<tr>
<td>France</td>
<td>Baccalauréat</td>
</tr>
<tr>
<td>Gambia</td>
<td>The: West African Senior School Certificate Examination</td>
</tr>
<tr>
<td>Georgia</td>
<td>Unified National Examinations</td>
</tr>
<tr>
<td>Germany</td>
<td>Abitur</td>
</tr>
<tr>
<td>Ghana</td>
<td>West African Senior School Certificate Examination</td>
</tr>
<tr>
<td>Greece</td>
<td>Apolytirion</td>
</tr>
<tr>
<td>Guatemala</td>
<td>Prueba de Aptitud Academica (PAA)</td>
</tr>
<tr>
<td>Honduras</td>
<td>Prueba de Aptitud Academica (PAA)</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>Hong Kong Diploma of Secondary Education (HKDSE)</td>
</tr>
<tr>
<td>Hungary</td>
<td>Érettségvi vizsga</td>
</tr>
<tr>
<td>India</td>
<td>Indian School Certificate (ISC), All India Senior School Certificate Examination (AISSCE) or Higher Secondary School Certificate (HSC). Other state examinations may be considered on request.</td>
</tr>
<tr>
<td>Indonesia</td>
<td>National Examination</td>
</tr>
<tr>
<td>Ireland</td>
<td>Irish Leaving Certificate</td>
</tr>
<tr>
<td>Israel</td>
<td>Teudat Bagrut</td>
</tr>
<tr>
<td>Italy</td>
<td>Diploma Di Esame Di Stato</td>
</tr>
<tr>
<td>Jordan</td>
<td>Tawjihi</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>Unified National Test</td>
</tr>
<tr>
<td>Korea</td>
<td>College Scholastic Ability Test (CSAT)</td>
</tr>
<tr>
<td>Kosovo</td>
<td>Testi i Maturës Shtetërore</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td>National Scholarship Test (basic test and at least one subject test)</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Lebanese Baccalaureate Certificate of Secondary Education</td>
</tr>
<tr>
<td>Liberia</td>
<td>West African Senior School Certificate Examination</td>
</tr>
<tr>
<td>Lithuania</td>
<td>Brandos Atestatas (national level Matura only)</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>Diplôme de Fin d’Etudes Secondaires</td>
</tr>
<tr>
<td>Macedonia</td>
<td>Државна мatura</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Sijil Tinggi Persekolahan Malaysia (STPM)</td>
</tr>
<tr>
<td>Maldives</td>
<td>General School Certificate Examination (G.C.E.)</td>
</tr>
<tr>
<td>Malta</td>
<td>Advanced Level Matriculation Certificate</td>
</tr>
<tr>
<td>Mexico</td>
<td>CENEAL EXANI II</td>
</tr>
<tr>
<td>Moldova</td>
<td>National Baccalaureate Exam</td>
</tr>
<tr>
<td>Montenegro</td>
<td>Maturski I stručni ispit-drzavna matura</td>
</tr>
<tr>
<td>Morocco</td>
<td>Baccalauréat de l’Enseignement Secondaire</td>
</tr>
<tr>
<td>Nepal</td>
<td>Higher Secondary Education Board Examination (HSEBE)</td>
</tr>
<tr>
<td>Netherlands</td>
<td>Staatsexamen voorbereidend wetenschappelijk onderwijs (Staatsexamen vwo)</td>
</tr>
<tr>
<td>New Zealand</td>
<td>National Certificate of Educational Achievement (NCEA)</td>
</tr>
<tr>
<td>Nigeria</td>
<td>West African Senior School Certificate Examination</td>
</tr>
<tr>
<td>Pakistan</td>
<td>Students may submit one of the following exams:</td>
</tr>
<tr>
<td></td>
<td>- Higher Secondary School Certificate (HSSC) II in Sciences (FSc)</td>
</tr>
<tr>
<td></td>
<td>- Higher Secondary School Certificate (HSSC) II in Arts (FA)</td>
</tr>
<tr>
<td>Panama</td>
<td>Prueba de Aptitude Academica (PAA)</td>
</tr>
<tr>
<td>Poland</td>
<td>Egzamin maturalny (exam), Świadectwo Dojrzałości (certificate)</td>
</tr>
<tr>
<td>Portugal</td>
<td>Diploma de Ensino Secundário</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>Prueba de Aptitude Academica (PAA)</td>
</tr>
<tr>
<td>Romania</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>Russia</td>
<td>Unified State Exam</td>
</tr>
<tr>
<td>Scotland</td>
<td>Advanced Highers (Highers meet minimum requirements, Advanced Highers is recommended)</td>
</tr>
<tr>
<td>Senegal</td>
<td>Baccalauréat</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>West African Senior School Certificate Examination</td>
</tr>
<tr>
<td>Singapore</td>
<td>Singapore–Cambridge GCE A-Levels</td>
</tr>
<tr>
<td>Slovakia</td>
<td>Maturita</td>
</tr>
<tr>
<td>Slovenia</td>
<td>Matura</td>
</tr>
<tr>
<td>Spain</td>
<td>Prueba de Acceso a la Universidad (Selectividad)</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>General Certificate Exam Advanced Levels</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Swiss Federal Maturity Certificate</td>
</tr>
<tr>
<td>Taiwan</td>
<td>General Scholastic Ability Test (GSAT)</td>
</tr>
</tbody>
</table>
• Tanzania: Advanced Certificate of Secondary Education
• Uganda: Uganda Advanced Certificate of Education (UACE or A-Level)
• Ukraine: External Assessment Testing
• United Arab Emirates: Common Educational Proficiency Assessment (CEPA)
• United Kingdom (British Curriculum): GCE Advanced Level Examinations or equivalent combination of AS-Level and A-Level examinations; Pre U Examinations
• Uruguay: Prueba de Aptitud Academica (PAA)
• West Africa: West African Senior School Certificate Examination
• Zimbabwe: ZIMSEC ‘A’ Level Examination

The list of examinations by country above is not an exhaustive one and will be updated as new examinations are approved. If you have a question as to whether or not an examination offered in your country would meet our testing requirements, please send an email to admissions.ops@nyu.edu and we will confirm. You should not assume that any examinations will meet our testing requirements unless they are listed above.

Submitting Scores/Examination Results
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.

SAT SUBJECT EXAMINATIONS AND THE COLLEGE CORE CURRICULUM

<table>
<thead>
<tr>
<th>SAT Subject Examination(^1)</th>
<th>Score</th>
<th>Core Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese(^2)</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>French(^3)</td>
<td>650 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>German(^3)</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Hebrew (Modern)(^2)</td>
<td>650 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Italian(^3)</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Japanese(^4)</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Korean(^3)</td>
<td>650 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Latin(^3)</td>
<td>700 and up</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics Level 1 or 2(^4)</td>
<td>660 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Spanish(^3)</td>
<td></td>
<td></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.

\(^3\) Some of these foreign language examinations are offered both with and without a listening component.

\(^4\) Scores in these languages may be used either for Core exemption or for placement in the proper level of study. Consult the website of the relevant CAS language department or the CAS Office of Academic Affairs, Silver 908, 212-998-8110.

PREVIOUS COLLEGE CREDITS FOR FRESHMAN APPLICANTS

Credit may be awarded to students who have completed college courses while in high school, provided 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 other college/university students, and must be taught by a college/university faculty member.

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.

New York State residents should also complete the separate application for the Tuition Assistance Program (TAP); for information, visit www.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 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 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.

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 are then provided with their official financial aid award in late April, assuming students have completed their Free Application for Federal Student Aid (FAFSA) by 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.

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.

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 last 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 available 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)

Undergraduate matriculated students who are currently attending other regionally accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. Such students must be eligible to receive degree credit at their own schools for courses taken at the University. The approval as a special undergraduate student is for two terms only and cannot be extended. The Special Student Application Form for undergraduate students may be obtained online. A $70 application fee is required. Deadlines for applications are as follows:

• Fall: August 1
• Spring: December 1
• Summer: April 1

All special students must meet the regulations of the Faculty Committee on Undergraduate Academic Standards regarding grades and program.
SPECIAL (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

Admissions Processing Center, code 2562.

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 applications and all required 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), or the Pearson Test of English Academic (PTE Academic). 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 website.

Financial documentation is not required when filing an application. If the student is accepted, instructions for completing the Application for Certificate of Eligibility (AFCOE) online will be included in the acceptance packet. Appropriate evidence of financial ability must be submitted with the AFCOE to the Office for International Students and Scholars 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

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.

STUDENT VISAS AND ORIENTATION

Matters pertaining to student visas and new student orientation are administered by the Office of Global Services (OGS), 561 La Guardia Place, 1st Floor; 212-998-4720. In addition, the staff of this office endeavors to aid international students in taking full advantage of various social, cultural, and recreational opportunities offered by the University and the city. Specific information on programs and events can be found at www.nyu.edu/oiss.

NYU SPRING IN NEW YORK

NYU Spring in New York offers college students from other institutions an opportunity to earn college credit and to experience academic life at New York University. Spring in New York participants enroll in one of eight areas of study, in courses with NYU students and taught by NYU faculty.

In addition to classroom learning, NYU Spring in New York students have access to the same opportunities and benefits as NYU students: library access, sports center access, and program office events, including ticket discounts for Broadway shows, concerts, and sporting events. They are also 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 www.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 www.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,” but is never awarded for any exam that is wholly or partly in the subject of “English language.”

**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 (Matura)

CAS does not award credit for any other maturity certificate examinations.

Official reports must be submitted to the Undergraduate Admissions Processing Center. These documents will be added to the student record, but advanced standing credit for all examinations other than AP and IB will be awarded by the College Advising Center, Silver 905; 212-998-8130.

See the chart below for details on those A Level and Cambridge Pre-U test scores for which credit is given. For the other maturity examinations, please note that not every subject is awarded credit by the College. Creditworthy results earn 8 points each (except for the Italian Maturità, which is 4 points).

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). Credit is only awarded for written exams (schr.), not for oral (mld.)
- Italian Maturità: 7 (out of 10)*
- Swiss Matura: 4.5 (out of 6)

* Policy on the Italian Maturità: Students must earn a 70 or higher on the final Maturità exam to be considered for advanced standing credit. Part one (always a test of written Italian) can yield four credits of ITAL-UA elective (satisfies Core foreign language requirement), so long as grades in this subject over the last two years of secondary education were always 7 or higher. Part two (one subject tested in depth, which rotates from year to year) can also can yield four credits (and possible Core Curriculum exemption), so long as grades in this subject over the last two years of secondary education were also always 7 or higher. The third part of the written test (a quiz of all secondary school subjects, except for the one tested in part two) and the oral portion are not awarded any advanced standing credit.
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. Students receiving credit toward their degree may not 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 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>Natural Science I and II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Mathematics AB</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics BC</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Physics 1 or Physics 2</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics 1 and Physics 2</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics B</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech. and Physics C—E&amp;M</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C—E&amp;M</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
</tbody>
</table>
### ADVANCED PLACEMENT EQUIVALENCIES

<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 equivalent</td>
</tr>
<tr>
<td>Art History</td>
<td>5</td>
<td>4</td>
<td>ARTH-UA 1 and ARTH-UA 2</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
<td>BIOL-UA 11, 12</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>4</td>
<td>MATH-UA 121</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>4</td>
<td>MATH-UA 121</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>8</td>
<td>MATH-UA 121, 122</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>8</td>
<td>CHEM-UA 125, 126 / CHEM-UA 127, 128</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>EAST-UA 204</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>4</td>
<td>CSCI-UA 101</td>
</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>English Language</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>European History</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Human Geography</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</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>-</td>
<td>-</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 B</td>
<td>5</td>
<td>10</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics B</td>
<td>4</td>
<td>5</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics C—Mech</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>PHYS-UA 11 or PHYS-UA 9</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 9</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 15</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 201</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 or minor in art history are exempt from both ARTH-UA 1 and 2, but AP credit does not reduce the total number of courses required for the major or minor.
4 Prehealth students cannot use AP credits to place out of BIOL-UA 11, 12.
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 co- or prerequisite 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 Credit does not count toward the major or minor in environmental studies.
10 Credit does not reduce the number of courses required for the German major.
11 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.
12 Students who major or minor in economics are exempt from ECON-UA 1 and 2 and can apply the AP credit towards the major or minor.
13 Credit does not count toward the majors in economics and international relations or toward the minor in business studies.
14 Credit counts toward the major in sociology, but does not count toward the sociology and psychology major’s statistics requirement and counts toward the major.
15 Satisfies the first semester of the psychology major’s statistics requirement and counts toward the major.
16 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.
17 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.
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.
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.
<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 equivalent</td>
<td>Italian A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Biology</td>
<td>6, 7</td>
<td>8</td>
<td>BIOL-UA 11, 12</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 equivalent</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6, 7</td>
<td>8</td>
<td>CHEM-UA 125, 126/127, 128</td>
<td>Japanese B</td>
<td>6, 7</td>
<td>8</td>
<td>EAST-UA 249, 250</td>
</tr>
<tr>
<td>Chinese A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Korean A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Chinese B</td>
<td>6, 7</td>
<td>8</td>
<td>EAST-UA 203, 204</td>
<td>Korean B</td>
<td>6, 7</td>
<td>8</td>
<td>EAST-UA 256, 257</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>6, 7</td>
<td>8</td>
<td>CLASS-UA 9, 10</td>
<td>Latin</td>
<td>6, 7</td>
<td>8</td>
<td>CLASS-UA 5, 6</td>
</tr>
<tr>
<td>Computer Science</td>
<td>6, 7</td>
<td>8</td>
<td>CSCI-UA 101, 102</td>
<td>Mathematics</td>
<td>6, 7</td>
<td>8</td>
<td>MATH-UA 121 (for 4 of the points)</td>
</tr>
<tr>
<td>Design Technology</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>Economics</td>
<td>6, 7</td>
<td>8</td>
<td>ECON-UA 1, 2</td>
<td>Persian A or B</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 equivalent</td>
<td>Philosophy</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Systems and Societies</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Physics</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</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 equivalent</td>
</tr>
<tr>
<td>French A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Portuguese B</td>
<td>6, 7</td>
<td>8</td>
<td>PORT-UA 3, 4</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)</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 equivalent</td>
<td>Russian A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>German B</td>
<td>6, 7</td>
<td>8</td>
<td>GERM-UA 3, 4</td>
<td>Russian B</td>
<td>6, 7</td>
<td>8</td>
<td>RUSSN-UA 3, 4</td>
</tr>
<tr>
<td>Hebrew A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Spanish A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Hebrew B</td>
<td>6, 7</td>
<td>8</td>
<td>HBRJD-UA 3, 4</td>
<td>Spanish B</td>
<td>6, 7</td>
<td>8</td>
<td>SPAN-UA 3, 4</td>
</tr>
<tr>
<td>Hindi A, B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Theater</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>History</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Turkish 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>Urdu A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></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 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.

3 Students planning a major or minor in the Department of Biology and Chemistry, and cannot serve as a co- or prerequisite to any course in either department. Prehealth students cannot use IB Chemistry to place out of CHEM-UA 125, 126/127, 128.

4 Students who intend to register for Chinese, Japanese, or Korean at NYU must take the CAS placement examination; the IB credits cannot be used for placement. IB 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. 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 of Computer Science.

7 IB HL 6, 7 in any foreign language satisfies the College Core requirement. Students planning a major or minor in computer science must consult with the Department of Computer Science.

8 Students majoring in economics cannot use credits for any or all of the Mathematics for Economics I, II, III sequence (MATH-UA 211, 212, 213). For Further Mathematics, students must consult with the Department of Mathematics for exact course equivalences. Students who present credit-worthy results in more than one IB mathematics exam cannot receive the full 8 credits for each exam.

9 Students planning a major or minor in history must consult with the department about possible counting of some IB credits towards the major. No IB credits may be used for the minor in history.

10 Students majoring in economics cannot use credits for any or all of the Mathematics for Economics I, II, III sequence (MATH-UA 211, 212, 213). For Further Mathematics, students must consult with the Department of Mathematics for exact course equivalences. Students who present credit-worthy results in more than one IB mathematics exam cannot receive the full 8 credits for each exam.

11 Majors and minors in psychology can use four of the points to exempt from PSYCH-UA 1 and to count as one of the ten courses required for the major or as one of the four courses required for the minor. The other four points cannot be applied towards the major or minor.
### A Level Examination

<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/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 the student does not have H2 credit in the 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 present results in more than one A Level or Pre-U examination/grade is an independent study/research paper.

5. 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.

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 or 2. A score of A exempts students from ARTH-UA 1 and 2, but the credits do not count toward the major or minor.

7. Students planning a major in history must consult with that department about possible counting of credits toward the major.

8. No credit is awarded for English Language.

9. Credits do not apply to the politics major or minor or allow students to place out of introductory courses in that department.

10. Students planning a major in history must consult with that department about possible counting of credits toward the major.

11. Students cannot earn credit for the same subject matter in any major or minor requirement.

12. No credit is awarded for English Language.

13. Students who present results in more than one A Level or Pre-U examination/grade is an independent study/research paper.

14. Students who present results in more than one A Level or Pre-U examination/grade is an independent study/research paper.

15. No credit is awarded for English Language.

16. No credit is awarded for English Language.

17. 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.

18. Satisfies Natural Science I and II in the Core. Cannot count toward any major or minor in the Department of Physics or the Department of Chemistry.

19. Majors and minors in psychology 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.

20. Students planning a major or minor in computer science must consult with the director of undergraduate studies in the Department of Classics about possible counting of credits toward the major or minor.

21. Students planning a major or minor in computer science must consult with the director of undergraduate studies in the Department of Classics about possible counting of credits toward the major or minor.

22. A Level/Pre-U credits cannot be counted towards the religious studies major or minor.

23. 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: 2015–2016

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2015-2016. 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 at [bulletin.cas.nyu.edu](http://bulletin.cas.nyu.edu). Students should also consult [www.nyu.edu/bursar](http://www.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 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded on request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is also subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Students</td>
<td></td>
</tr>
<tr>
<td>Tuition, 12 to 18 points flat rate, per term, academic year 2015–2016:</td>
<td>$22,639</td>
</tr>
<tr>
<td>Fall 2015 term and spring 2016 term:</td>
<td></td>
</tr>
<tr>
<td>Nonreturnable registration and services fee for flat rate, per term:</td>
<td>$1,236</td>
</tr>
<tr>
<td>Nonreturnable CAS academic support fee for flat rate, per term:</td>
<td>$55</td>
</tr>
<tr>
<td>For each point taken in excess of 18, per point, per term:</td>
<td>$1,334</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Students</td>
<td></td>
</tr>
<tr>
<td>Tuition, per point, academic year 2015–2016:</td>
<td>$1,334</td>
</tr>
<tr>
<td>Fall 2015 term:</td>
<td></td>
</tr>
<tr>
<td>Nonreturnable registration and services fee, first point:</td>
<td>$470</td>
</tr>
<tr>
<td>Nonreturnable registration and services fee, per point, for registration after first point:</td>
<td>$66</td>
</tr>
</tbody>
</table>


For additional and updated information beyond 2015–2016, please see [www.nyu.edu/shc/about/insurance.html](http://www.nyu.edu/shc/about/insurance.html).

CAS students enrolled in 9 or more points are automatically enrolled; all others can select among these options:

- **Annual**: $2,170
- **Fall term**: $840
- **Spring term**: $1,330 (coverage for the spring and summer terms)
- **Summer term**: $589 (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 see [www.nyu.edu/shc/about/insurance.html](http://www.nyu.edu/shc/about/insurance.html).


For additional and updated information beyond 2015–2016, please see [www.nyu.edu/shc/about/insurance.html](http://www.nyu.edu/shc/about/insurance.html).
International students are automatically enrolled; all others can select among these options:

- **Annual:** $3,353
- **Fall term:** $1,297
- **Spring term:** $2,056 (coverage for the spring and summer terms)
- **Summer term:** $909 (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, see www.nyu.edu/about/insurance.html.


For additional and updated information beyond 2015–2016, please see www.nyu.edu/dental/patientinfo/nyu_stu-dent.html. 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: 2015–2016

For additional and updated information beyond 2015–2016, 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

### Academic Support Fee: 2015–2016

For additional and updated information beyond 2015–2016, please see www.nyu.edu/bursar.

All students must pay an academic support fee. For those taking 5 points or more, it is $55 per term. For those taking fewer than 5 points, it is $14 per point.

### Maintenance of Matriculation: 2015–2016

For additional and updated information beyond 2015–2016, please see www.nyu.edu/bursar.

Per term varies, plus nonrefundable registration and services fee:

- **Fall term:** $470
- **Spring term:** $470

### Special Programs

For expenses for study in NYU study away and in NYU international exchange programs, contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433. Also see www.nyu.edu/global.html.

### 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 www.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 www.nyu.edu/bursar.

### Arrears Policy

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

### Diploma Arrears Policy

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.
WITHDRAWAL AND REFUND OF TUITION

A student who, for any reason, finds it impossible to complete 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):

1. For students withdrawing from some courses, but not all; and
2. For students withdrawing from all courses.

Undergraduate Refund Schedule, Withdrawing from Some Courses (Fall and Spring Only)

Courses dropped during 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 All Courses (Fall and Spring Only)

This schedule is based on the total applicable charge for tuition, excluding nonreturnable fees and deposits.

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 www.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. Please consult “financial aid and scholarships” (www.nyu.edu/admissions/financial-aid-and-scholarships.html) for full access to the information and procedures summarized here. Particular attention should be given to (1) “types of financial aid” (for scholarships, grants, and loans) and (2) “applications and forms.” These topics are included on the navigation bar located on this web page.

Applying for Financial Aid at NYU

The following applications are the forms students must submit for any and all types of financial aid we award at NYU, including all need-based and merit-based scholarships:

- CSS/Financial Aid PROFILE
- Free Application for Federal Student Aid (FAFSA)
- New York State Tuition Assistance Program (TAP), for New York State residents only.

Students seeking financial aid for summer courses must also complete a NYU summer aid application.

**Deadlines**

**For Freshman Applicants**

Early Decision I: November 15 (to receive an early decision financial aid estimate in mid-December)

Early Decision II: January 15 (to receive an early decision financial aid estimate in mid-February)

**For Transfer Applicants**

Fall/Summer Admission: April 1 (to receive a final financial aid award in May/June)

Spring Admission: November 1

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. Continuing students must apply for financial aid each year, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

Please consult “eligibility for financial aid” (www.nyu.edu/admissions/financial-aid-and-scholarships.html) for current details. (See “policies” in the lower right column of this web page.)

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 you apply for financial aid, your demonstrated financial need.

**University-Sponsored and University-Administered Programs**

Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and are based on a combination of academic achievement, applicable test scores, and, in most cases, financial need. No separate application is necessary.

**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 www.hesc.com.

Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 800-433-3243 to obtain contact information) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you should 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 www.nyu.edu/financial.aid. Students must notify the Office of Financial Aid if they receive funds from any of these sources.
Federal and Private Loans
For information about federal loans and private (non-federal) alternative loans please consult "types of financial aid" (www.nyu.edu/admissions/financial-aid-and-scholarships.html).

Student Employment
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
212-998-4730
www.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 www.nyu.edu/life/living-at-nyu.html.

Tuition Remission
Members of the NYU staff, teaching staff, and officers or administrators and their dependents who are eligible for NYU tuition remission are not eligible for other forms of financial aid administered by the University (including merit awards). Eligibility can be reviewed for other types of aid including: Federal Stafford Loans, Federal Unsubsidized Stafford Loans, Federal Parent Loans for Undergraduate Students (PLUS), TAP Grants, Federal Pell Grants, and some private (non-federal) alternative loan programs if the Free Application for Federal Student Aid is completed. Details about tuition remission eligibility information can be obtained at www.nyu.edu/employees/benefit.html.

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 www.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

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 Freshman Seminar, which is required for all CAS first-year students. The Freshman 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 [www.nyu.edu/ulc](http://www.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 ([www.nyu.edu/999](http://www.nyu.edu/999)) offers a 24-hour hotline: 212-443-9999.

---

**VETERANS’ BENEFITS**
Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans, as well as for veterans and in-service personnel, subject to certain restrictions.

Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs. (This applies to Chapters 30, 35, and 106 only.)

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 an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar before registering for course work. The form can be scanned and e-mailed to academic.records@nyu.edu.

Basic Allowance for Housing (BAH) is usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (bachelor's or master's degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of points required. The Department of Veterans Affairs may not authorize allowance payments for points that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional inquiries can be directed to the certifying official in the Office of the Registrar. Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs.

**Yellow Ribbon GI Education Enhancement Program**

NYU is pleased to participate in the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The program is designed to help students finance, through scholarship assistance, up to 100 percent of their out-of-pocket tuition and fees associated with education programs that may exceed the Post-9/11 GI Bill tuition benefit, which will only pay up to the highest public in-state undergraduate tuition. Beginning in the 2009-2010 academic year, NYU has provided funds toward the tuition of each qualifying veteran who was admitted as a full-time undergraduate, with the VA matching NYU’s tuition contribution for each student.

To be eligible for the Yellow Ribbon benefits, an individual must be entitled to the maximum post-9/11 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.

The Department of Veterans Affairs is currently accepting applications for the Post-9/11 GI Bill. To qualify for the Yellow Ribbon Enhancement, you must apply directly to the VA. The VA will then determine your eligibility for the Post-9/11 GI Bill and issue you a Certificate of Eligibility. Note: You can apply using the VA Form 22-1900. The form includes the instructions needed to begin the process.

After you are issued your Certificate of Eligibility from the Department of Veterans Affairs indicating that you qualify for the Yellow Ribbon Program, please contact Ms. Clara Fonteboa at clf1@nyu.edu or 212-998-4823.

The Office of the University Registrar must certify to the Department of Veterans Affairs that the eligible person is enrolled as a full-time undergraduate student for the funds to be paid under the Yellow Ribbon Program. Visit www.nyu.edu/registrar/forms-procedures/veterans-benefits.html.
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.

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 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; www.cas.nyu.edu/page/petitions.

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.

**CONFERRING OF DEGREES**

**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.

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 their last 32 points while registered in the College of Arts and Science. In addition, students must be registered in the College during the semester immediately prior to graduation, unless officially approved for a leave of absence in that semester. One-half of the courses used to complete the major or the minor must be taken in the College. Any transfer courses to be applied toward major or minor requirements must be approved by the department.
TRANSFER STUDENTS

Transfer students, 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) 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 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 Student Services Center, 25 West Fourth Street.

Adding Courses

The deadline for the adding of a course or a section is the end of the second week of the semester. The deadline applies to any course added by a College of Arts and Science student and to any College of Arts and Science course added by students from other divisions. The adding of any course or section after the end of the second week is generally allowed only when the student is changing levels within a discipline—for example, from a French or mathematics course to a higher- or lower-level course in the same discipline. The addition is permitted only with the written approval of both the instructor and a CAS dean.

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, College of Arts and Science, New York University, Silver Center, 100 Washington Square East, Room 905, New York, NY 10003-6688; 212-998-8130.

Complete Withdrawals

Students who wish to withdraw from all their courses must make an appointment for an interview with an adviser in the College Advising Center. A student who withdraws officially from all courses in a term may register for the following term. If the student is unable to attend the College during the term following the withdrawal, he or she should discuss a leave of absence from an adviser in the College Advising Center. For more information, see “attendance,” 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 “withdrawing from courses,” above.

Religious Holidays and Attendance

New York University, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it has also long been University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it. In 1988, the University Senate affirmed this policy and passed a resolution that elaborated on it as follows:

1. Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.
2. Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.
3. If examinations or assignment deadlines are 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; www.cas.nyu.edu/page/petitions. Leave of absence petitions are accepted and reviewed on a rolling basis throughout the academic year.

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 25 West Fourth Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College must apply for readmission. (See the admission section of this Bulletin.)

Psychological and Medical Leave

If a student and a counselor or a physician agree that a psychological or medical leave of absence is the best way to proceed given the situation, the counselor or physician should make a recommendation to the associate dean for students at the College for the withdrawal from the semester and extended time for a leave of absence. A student granted a 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; www.cas.nyu.edu/page/petitions. Leave of absence petitions are accepted and reviewed on a rolling basis throughout the academic year.

A certification of readiness to return to school from a leave of absence form should be completed by the counselor/therapist or physician, who needs to state clearly that the student is ready to return and that NYU is a suitable environment in which to continue his or her academic work. The student must also schedule an appointment with a counselor/therapist or physician at the NYU Student Health Center prior to receiving approval from the College to return. A student granted a leave does not have to make a formal application for readmission as long as he 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; www.cas.nyu.edu/page/petitions. Leave of absence petitions are accepted and reviewed on a rolling basis throughout the academic year.

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 25 West Fourth Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College 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 the Office of Undergraduate Admissions, 665 Broadway, 11th Floor, New York, NY 10012-2339.

No credit is given for AP tests taken after the completion of high school. In most subjects, if the score received is 4 or 5, credit will be granted. 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, provided 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 should be taken on a college/university campus, with other college/university students, and taught by a college/university faculty member.

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
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; www.cas.nyu.edu/page/petitions.

Some study away courses bearing the suffixes –AD (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.

Credit for online courses will not be counted toward the baccalaureate degree.

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.

**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; www.cas.nyu.edu/page/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.
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 symbol indicates incomplete work: I. Only grades of A, B, C, D, or F earned in any New York University course while matriculated in the College, or earned in any of the College's courses (courses suffixed by "UA") while matriculated in another division of the University, are computed in the average. The following grades may be awarded: A, A+, B+, B, B-, C+, C, C-, D+, D, F. In general, A indicates excellent work, B indicates good work, C indicates satisfactory work, and D indicates passable work and is the lowest passing grade. F indicates failure. The weights assigned in computing the grade point average are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Computing the Grade Point Average
The grade point average can be obtained by determining the total of all grade points earned (quality points) and dividing that figure by the total number of credit hours completed (quality hours).

For example: A student who has completed 8 points of A (4.0), 4 points of B (3.0), and 4 points of C (2.0) has a grade point average of 3.25. This is obtained by adding 8 (points of A) x 4.0 (point value of A), 4 (points of B) x 3.0 (point value of B), and 4 (points of C) x 2.0 (point value of C), which totals 52 (the total of all grade points earned), and then by dividing 52 by 16 (the total number of credit hours completed). This gives the grade point average of 3.25.

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 course work.

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 authorized school administrator within 60 days from the grade due 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 Dean.

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, DEGREE PROGRESS, AND TRANSCRIPTS

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 www.cas.nyu.edu/page/placementexams 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 other than those languages taught in the College; 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, 100 Washington Square East, Room 908; 212-998-8110; www.cas.nyu.edu/page/placementexams.

Placement Examination in Calculus

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. Contact the Department of Mathematics, 251 Mercer Street; 212-998-3005; www.math.nyu.edu.

Placement into Writing Courses for English as a Second Language Students

Students with non-U.S. visas who have not attended English-language high schools for four years will be placed into the appropriate writing course on the basis of a combination of standardized test scores. Some students will be placed into the International Writing Workshop I/II sequence (EXPOS-UA 4/9), successful completion of which satisfies the College Core Curriculum expository writing requirement (as well as the Core foreign language requirement). Other students will test into courses offered by the American Language Institute (ALI). All placement results must be honored.

The ALI Level 7 and 8 courses are cross-listed with the Expository Writing Program and offer CAS credit. These courses are Reading and Writing Workshop I (EXPOS-UA 20/ALI Level 7) and Reading and Writing Workshop II (EXPOS-UA 21/ALI Level 8). These courses are prerequisites to the International Writing Workshop I/II course sequences for students placed into them. Students with an ALI placement below EXPOS-UA 20 (Reading and Writing Workshop I/ALI Level 7) will be required to take a more intensive program with the ALI that will affect full-time status with CAS.

Degree Progress

All students have access to their degree progress report, as generated by the Office of the University Registrar, on Albert via NYUHome at home.nyu.edu. It is called “academic requirements” and is accessed through 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 form can be found under the My Academics 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 (see above) and mail/fax 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, Academic Records, 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 "request enrollment verification” link in the “my academics” 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).

Verification of enrollment or graduation may also be requested by submitting a signed letter with the following information:

- University ID number
- Current name and any name under which the student or graduate attended NYU
regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

Diploma Arrears Policy

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the bursar. Graduates with a diploma held may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

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 (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 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 two to three weeks after their most recent grades are posted for the enrolled semester. 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. 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, and 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 and appropriate to the level at which the course is offered.
   c) In order to better educate the student about the CAS standards for academic integrity, the faculty member and/or the Director of Undergraduate Studies should meet with the student to discuss the nature of the offense and the action taken. This responsibility of the faculty should not be delegated to recitation or laboratory instructors or other course assistants.
   d) For incidents of academic misconduct, the student’s appeal of the grade reduction is limited to departmental review conducted by the Director of Undergraduate Studies and/or the Department Chair, as specified in the CAS policy for grade appeals. The review will be limited to the question of whether the reduction in grade was made fairly and in keeping with the expectations of the department or program.
   e) The decision of the department or program on the student’s appeal is final.

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 of 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. 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; www.cas.nyu.edu/page/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 (rubella), 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.

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 Thomas Grace, Director of Judicial Affairs and Compliance, Office of the Vice President for Student Affairs (601 Kimmel Center: 212-998-4403), or Jay Zwicker, Crime Prevention Manager, Department of Public Safety (7 Washington Place: 212-998-1451), or by visiting the following website: www.nyu.edu/public.safety/policies.

New York University Simulated Firearm Policy
New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are 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.
Honors and Awards • College of Arts & Science • New York University

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 freshman year are invited to apply for membership at the end of the spring semester.

Further information is available from the Office of the Associate Dean for Students, 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 selects and supports a core group of talented, motivated women from each entering class who are interested in a career path focused on science and math research. These women, WINS Scholars, will have the opportunity to participate in a program of study, research, and mentoring specifically tailored to their chosen academic path. WINS Scholars are offered certain specialized courses and invitations to events with notable women in the science and math professions, as well as a financial scholarship and a research stipend. Information is available from the College’s Preprofessional Center (Silver Center, Room 901; 212-998-8160).

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 Ulfers 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.

**Beta Lambda Sigma Award**
A prize awarded by the Beta Lambda Sigma Honor Society for the highest scholastic achievement in biology.

**Bluma L. Trell Prize**
Awarded to a graduating senior who has made an outstanding contribution in the field of classics.

**B’nai Zion Prize**
Presented for excellence and achievement in the study of Hebrew.

**Carl Prince Prize**
Presented for distinguished service to the Department of History's undergraduate program.

**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.

**Chemistry Mentor Award**
Presented to a student for assisting in the College Chemistry Mentoring Program.

**Chesler Prelaw Scholarship**
Founded by alumnus Evan Chesler and his wife Barbara to recognize a junior, outstanding in academic excellence and NYU community leadership, who most exhibits the potential to enhance the legal profession's commitment to honesty, candor, and ethics, 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.

**Computer Science/Engineering Prize for Academic Excellence**
Awarded to graduating seniors in the dual-degree program with the Polytechnic Institute of NYU for excellence in computer science and engineering.

**David James Burrell Prize**
Award presented to an outstanding journalism student in the communications and society concentration.

**Dean Archibald L. Bouton Memorial Award for Research in English**
Income from a fund established by Dr. George Schwartz of the Class of 1925 as a memorial to Dean Archibald L. Bouton and awarded for research by undergraduate honors students in English and American literature.
Dean's Award for Scholarship and/or Service
Presented by the dean of the College to a graduating senior for outstanding accomplishment in either or both of these areas.

Diploma Recipient
A plaque presented to the senior selected by the dean to receive the diploma on behalf of all the members of the graduating class at Commencement. Selection is made on the basis of scholarship and/or contribution and service to the graduating class and to the College.

Don R. Mellett Prize
Established by Mrs. Don R. Mellett in memory of her husband and awarded annually to an outstanding student of journalism in the broadcast concentration.

Donald Parker Prize
Presented to a student of German for distinguished academic achievement and exceptional service to the department.

Douglas F. Maxwell Award in Fine Arts
Stipend presented to a graduating senior for excellence in the study of fine arts for travel outside the United States to see and study original works of art.

East Asian Studies Prize
Awarded to a student for excellence in this field.

Edgar Wilson Nye Prize
A prize established by the American Press Humorists Association and presented to an outstanding student in the public relations concentration.

Editor and Publisher Prize
A prize representing the income of a grant from Editor and Publisher, to be awarded annually to an outstanding student of journalism in the newspaper concentration.

Edward J. McNelis Award
Presented for excellence in organic chemistry.

Edward Sapir Award
Presented to an outstanding senior with a joint major in anthropology and linguistics.

Eileen Guggenheim Award
Presented for scholarly accomplishment in fine arts.

Elaine R. Brody Memorial Prize
Awarded to an outstanding music major in the junior or senior class.

Elizabeth Claster Memorial Scholarship Award
Presented by the dean of the College to a member of the junior class who, in terms of academic excellence, student leadership, personality, and character, embodies the goals and ideals of the College and the hopes, dreams, and personal spirit of its students.

Emanuel Stein Memorial Award in Economics
Presented to a senior in the College for outstanding scholarship in economics.

Ernst Rose-G. C. L. Schuchard Anniversary Prize
A prize endowed by alumni, students, and faculty members to mark the 25th anniversary of Dr. Ernst Rose and Dr. G. C. L. Schuchard, former professors of German in Washington Square College. Awarded each year to the winner in a competition sponsored by the Department of German.

Eryk Spektor Scholarship
Presented to students who combine a commitment to community service with a strong interest in secular Jewish studies.

Estelle M. Holmes Award in American Literature
A prize established by Mrs. Paula M. Alexander in honor of her sister and awarded annually to the student who writes the best term paper in the field of American literature.

European Studies Prize
Presented to a student for the best undergraduate thesis in this field.

Evelyn Jablow Lilenthal, '64 Heights Arts and Science, Award
Presented to an especially accomplished junior in the Urban Design and Architecture Studies program in the Department of Art History.

Evliya Chelebi Prize
Presented for excellence in Turkish studies.

Faculty Memorial Award
Presented to the student 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 piece of critical or creative writing by a junior or senior.

Gary Bruce Slochowski Memorial Award
Presented to a student for excellence in Hebrew and Judaic studies.

George Granger Brown Scholarship
Merit awards presented at the end of the junior year to undergraduates majoring in chemistry or physics solely for excellence and promise in these fields.

George Safiol Meritocracy Award Memorializing Harold Geneen
A competition for juniors consisting of a $3,000 cash prize and a $2,000 scholarship for the best essay on the topic “Meritocracy in the Current Business Climate.”

George Schwartz Prize in Biology
Income from a fund given by Dr. George Schwartz, Class of 1925, awarded for outstanding performance in the general biology laboratory course.

Germaine Brée Prize
Awarded to a student who made a significant contribution to French cultural life at NYU.

Gregory D. Legon Memorial Award
Presented to the student in the freshman year who in academic accomplishment and campus citizenship is deemed by the dean to be the most outstanding.

Gustave Reese Memorial Prize in Music
An award presented for excellence in this field.

Hanna van Vollenhollen Vories Memorial Prize in Music
An award presented to an accomplished music major in the senior class.

Harold Seidenstein Award
Income from a fund established by Mrs. Harold Seidenstein in memory of her husband, Dr. Harold Seidenstein, Class of 1934, awarded annually to a student who shows special ability in chemistry.

Harry A. Charipper Memorial Award
A prize in honor of Harry A. Charipper, former chair of the Department of Biology, to the student who has performed the most meritorious service to the biological sciences.
Helen M. Jones Prize in History
Income from a fund established in memory of Helen M. Jones, whose son Theodore Francis Jones was a member of the Department of History for 41 years. Awarded to the student who in the judgment of the Department of History has attained the best record in the history honors course.

Hema Sakhrani Memorial Award
Presented to a sophomore student for excellence in chemistry.

Hillary Citrin Memorial Prize
Award established by the family of Hillary Citrin in her memory and presented for outstanding departmental honors theses in psychology.

Hollis Cooley Memorial Prize
Presented for excellence and achievement in the study of Arabic.

James Fenimore Cooper Memorial Prize
An award from the funds given by the citizens of Otsego County, New York, to mark the lifelong friendship between James Fenimore Cooper and Professor Samuel F. B. Morse of New York University and presented annually to an outstanding undergraduate student of journalism.

James Gordon Bennett Prize
Established in 1893 by James Gordon Bennett and awarded to a senior for the “best essay in English prose upon some subject of American governmental, domestic, or foreign policy of contemporaneous interest.”

Jane Costello Prize
Presented for excellence in the study of fine arts.

Jindrich Zezula Prize
Awarded to the best honors thesis in French.

Josiah Marshall Favill Prize
Income from a bequest from Josiah M. Favill, awarded for the best examination in either Latin or Greek.

Joyce Kilmer Prize
A prize from the income of a fund established by the former students of Joyce Kilmer and others for a prize to be awarded annually to an outstanding student in the magazine concentration.

Kenneth Bromberg Memorial Award
An annual prize given to a student in the prelaw program for academic excellence and/or service to the students in that program.

Kwame Yeboah Daaku Memorial Prize
Presented to a graduating senior for accomplishment and interest in African history.

Lillian Lindhardt-Solotoroff Prize in Chemistry
Prize awarded annually on the basis of scholarship in chemistry and general scholarship average to a woman student who has majored in chemistry and who has taken at least three years of her undergraduate work in the College. Prize derived from a fund established in memory of Lillian Lindhardt-Solotoroff, Class of 1924, by her family and the Alpha Epsilon Phi sorority.

Lionel Casson Prize
Presented to a student in the Department of Classics who is outstanding in scholarship in the classics and in service to fellow students and to the department.

Marty Hoffert Graduation Prize
Presented to an 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 for Interest and Achievement in American History
Awarded annually to the graduating senior considered to have demonstrated conscientious and outstanding work in the field of American history.

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
A book prize presented to a junior or senior with an outstanding record in chemistry.

Perley Lenwood Thorne Award
Prize endowed by the faculty to honor Professor Thorne at the time of his retirement in 1949 and awarded to a graduating student for outstanding scholarship in mathematics.

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 memory of Dr. Robert B. Dow, former associate professor of English in Washington Square College, to a student in the graduating class for “four years of devoted service to the college.”

Robert A. Fowkes Award
Presented to an outstanding graduating senior in the Department of Linguistics.

Robert B. Dow Award
Given annually by the Class of 1938 in memory of Dr. Robert B. Dow, former associate professor of English in Washington Square College, to a student in the graduating class for “four years of devoted service to the college.”

Roger Deakin Prize
Presented for excellence and achievement in the study of Persian.

Rume-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.

Seth Barkas Prize in Creative Writing
Prize established in memory of Seth Barkas, University College Class of 1966, and awarded to the student with the best record in either the course in creative writing or the course in playwriting.

Sherborne Vernon Damerel Memorial Prize
Income from a fund given by his parents in memory of Sherborne Vernon Damerel, University College Class of 1910, awarded to a graduating senior who has displayed zeal in his or her studies and in promoting the general welfare of his or her class and College.

Sherrington Award for Undergraduate Neural Science
Presented to an outstanding senior who has shown outstanding ability and submitted the best thesis in neural science.

Sid Gross Memorial Prize
Presented for the best essay on investigative journalism.

Sidney Goldwater Roth Prize in Mathematics
Established in 1979 by the family, colleagues, and friends of Professor Sidney Roth to honor his memory. Awarded to the graduating senior who in the estimation of the Department of Mathematics shows the greatest mathematical promise and who has been of greatest service to the department and his or her fellow students.

Sigma Pi Sigma Prize
A book awarded each year by Sigma Pi Sigma to the student with the highest scholastic average in physics.

Slavic Award for Excellence
Presented to an outstanding senior for excellence and achievement in the field of Slavic languages and literature.
Spanish and Portuguese Department Awards
Presented to members of the senior class for excellence in the study of Spanish, excellence in the mastery of the technique of translation between Spanish and English, and excellence in the study of Portuguese.

Standard Bearer
A plaque presented to the senior selected by the dean to carry the College of Arts and Science banner at Commencement. Awarded on the basis of contribution and service to the graduating class and to the College.

Thomas Wolfe Memorial Poetry Award
An award for outstanding poetry, donated by Professors Cargill and Pollock from royalties on their book, *Thomas Wolfe at Washington Square*.

Vocal Interpretation of Literature Prizes
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.
Student Activities, University Services, and Community Service

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 Activities, Leadership, and Service, 212-998-4700, www.osa.nyu.edu.

Student Activities
Center for Student Activities, Leadership, and Service
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
E-mail: csals@nyu.edu

Fraternity and Sorority Life
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
E-mail: osa.fsl@nyu.edu

Program Board
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4987
E-mail: program.board@nyu.edu

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

Ticket Central Box Office
Kimmel Center for University Life
60 Washington Square South, Suite 206
Box Office: 566 La Guardia Place
(side entrance of Kimmel Center)
Telephone: 212-998-4941

Alumni Activities
Office for University Development and Alumni Relations
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu

Athletics
Department of Athletics, Intramurals, and Recreation
Website: www.gonyuathletics.com

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500

Bookstores
Main Bookstore
726 Broadway
Telephone: 212-998-4678
Website: www.bookstores.nyu.edu

Computer Store
726 Broadway
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu

Career Services
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
E-mail: career.development@nyu.edu

Computer Services and Internet Resources
Information Technology Services (ITS)
10 Astor Place, 4th Floor
(Client Services Center)
Telephone help line: 212-998-3333

Counseling Services
College Counseling Service
Silver Center, Room 920
Telephone: 212-998-8150

Counseling and Wellness Services
726 Broadway, Suite 471
Telephone: 212-998-4780

The Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999 (24 hours a day, 7 days a week)
E-mail: wellness.exchange@nyu.edu

Dining
NYU Dining Services
Telephone: 212-995-3030
E-mail: dining.services@nyu.edu

STUDENT ACTIVITIES, UNIVERSITY SERVICES, AND COMMUNITY SERVICE • COLLEGE OF ARTS & SCIENCE • NEW YORK UNIVERSITY
Disabilities, Services for Students with Disabilities
Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 2nd Floor
Telephone: 212-998-4980 (voice and TTY)

Health
Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000

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 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
561 La Guardia Place
Telephone: 212-998-4720
E-mail: ogs@nyu.edu

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: cmep@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

Catholic Center
238 Thompson Street
Telephone: 646-374-0426

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

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

Safety on Campus
Department of Public Safety
7 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 Civic 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. Whether their involvement is with the sick, the poor, or those who simply need a helping hand, student volunteers give of themselves freely. And they all agree that they get back much more than they give.
To strengthen and further support community-service initiatives, the University sponsors a central Office of Civic Engagement. In addition, the President’s Office sponsors a special C-Team for Service, involving over 250 students working as tutors and mentors for young people at sites in Greenwich Village and the Lower East Side. Regular meetings and social events are sponsored by the Office of the President. Members are invited to submit proposals for special projects where they can call on their own skills and talents. For more information, contact 212-998-2329.

Students selected for the Scholars Program in the College of Arts and Science have the opportunity to apply for the Dean’s Service Honor Corps. The Honor Corps makes a special commitment to community service and assumes a leadership role in promoting service in the College. This group of qualified scholars works with the dean on a weekly community-service project.

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 the Office of Civic Engagement (212-998-2329) or Fraternity and Sorority Life (212-998-4710).

In addition to clubs and organizations, the Center for Student Activities, Leadership, and Service 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 Civic Engagement (212-998-2329) provides students with information about service opportunities. Hundreds of volunteer positions are on file in this office. Personnel are available to provide advice and support, Monday to Friday, from 9 a.m. to 5 p.m. The office also sponsors special events and welcomes organizations to post volunteer positions.
Facility 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. 1991, Cornell


Karen Adolph, Professor of Psychology; B.A. 1986, Sarah Lawrence; M.A. 1989, Ph.D. 1993, Emory

Bindehswari Aggarwal, Language Lecturer on Middle Eastern and Islamic Studies; B.A. 1969, M.A. 1973, Kanpur University; B.Lib.Sc. 1976, Banaras Hindu University; PhD. 1984, Kanpur University

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


Awam Amkpa, 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)

Zhihua An, 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.R.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)

Chiye Aoki, 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

Emily Apter, 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)

Richard Arum, Professor of Sociology; B.A. 1985, Tufts; M.Ed. 1988, Harvard; Ph.D. 1996, California (Berkeley)

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

Tim Austin, Assistant Professor of Mathematics; B.A. 2005, Cambridge; Ph.D. 2010, California (Los Angeles)

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nathaniel Beck</td>
<td>Professor of Politics; B.A. 1967, Rochester; M.A. 1969, M.Phil.</td>
<td>B.S. 1972, Ph.D. 1977, Yale</td>
</tr>
<tr>
<td>Michael Beckerman</td>
<td>Collegiate Professor and Carrol and Milton Petrie Professor of Music; B.A. 1973, Hofstra; M.A. 1976, M.Phil. 1978, Ph.D. 1982, Columbia</td>
<td></td>
</tr>
<tr>
<td>Brigitte Miriam Bedos-Rezak</td>
<td>Professor of History; Lic. ès Let. 1977, Ph.D. 1977, Sorbonne</td>
<td></td>
</tr>
<tr>
<td>Sam Beebe</td>
<td>Senior Language Lecturer on Expository Writing; B.A. 2004, Vassar College; M.F.A. 2010, New York</td>
<td></td>
</tr>
<tr>
<td>Andrew Bell</td>
<td>Assistant Professor of Environmental Studies; B.S.C. 2002, Waterloo; M.S.C. 2005, Waseda; Ph.D. 2010, Michigan, (Ann Arbor)</td>
<td></td>
</tr>
<tr>
<td>Irina Belodedova</td>
<td>Senior Language Lecturer on Russian; B.S. 1973, Kiev State; M.A. 1983, New York</td>
<td></td>
</tr>
<tr>
<td>Cristina Beltrán</td>
<td>Associate Professor of Social and Cultural Analysis; B.A. 1992, California (Santa Cruz); Ph.D. 2003, Rutgers</td>
<td></td>
</tr>
<tr>
<td>Gerard Benarous</td>
<td>Vice Provost for Science and Engineering Development; Professor of Mathematics; Director, Courant Institute of Mathematical Sciences; B.S. 1978, École Normale Supérieure; M.S. 1979, Paris XI; M.S. 1980, Paris VI; Ph.D. 1981, Thèse d’état 1987, Paris VII</td>
<td></td>
</tr>
<tr>
<td>Ruth Ben-Ghiat</td>
<td>Professor of Italian and History; B.A. 1981, California (Los Angeles); Ph.D. 1991, Brandeis</td>
<td></td>
</tr>
<tr>
<td>Jess Benhabib</td>
<td>Paulette Goddard Professor of Political Economy; B.A. 1971, Boazici; M.Phil. 1974, Ph.D. 1976, Columbia</td>
<td></td>
</tr>
<tr>
<td>Zvi Ben-Dor Benite</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Nat Bennett</td>
<td>Senior Language Lecturer on Expository Writing; B.A. 1999, Wisconsin; M.F.A. 2005, New York</td>
<td></td>
</tr>
<tr>
<td>Edward Berenson</td>
<td>Professor of History; B.A. 1971, Princeton; Ph.D. 1981, Rochester</td>
<td></td>
</tr>
<tr>
<td>Marsha Berger</td>
<td>Silver Professor and Professor of Computer Science; B.S. 1974, SUNY (Binghamton); M.S. 1978, Ph.D. 1982, Stanford</td>
<td></td>
</tr>
<tr>
<td>Simeon M. Berman</td>
<td>Professor of Mathematics; B.A. 1956, City College; M.A. 1958, Ph.D. 1961, Columbia</td>
<td></td>
</tr>
<tr>
<td>Kimberly Bernhardt</td>
<td>Senior Language Lecturer on Expository Writing; B.A. 1993, Washington; M.A. 1998, Ph.D. 2003, Rutgers</td>
<td></td>
</tr>
<tr>
<td>Olivier Berthe</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Maharukh Bhiladwalla</td>
<td>Clinical Associate Professor of Economics; Ph.D. 1995, Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Olivia Birdsell</td>
<td>Senior Language Lecturer on Expository Writing; B.A. 2001, Brigham Young; M.F.A. 2005, New York</td>
<td></td>
</tr>
<tr>
<td>Kenneth Birnbaum</td>
<td>Assistant Professor of Biology; B.A. 1984, Pennsylvania; M.S. 1993, Wisconsin (Madison); Ph.D. 2000, New York</td>
<td></td>
</tr>
<tr>
<td>Thomas Bishop</td>
<td>Florence Lacaze Gould Professor of French Literature and Comparative Literature; B.A. 1950, New York; M.A. 1951, Maryland; Ph.D. 1957, California (Berkeley)</td>
<td></td>
</tr>
<tr>
<td>Alberto Bisin</td>
<td>Associate Professor of Economics; B.A. 1987, Bocconi (Italy); M.A. 1990, Ph.D. 1993, Chicago</td>
<td></td>
</tr>
<tr>
<td>Taylor Black</td>
<td>Language Lecturer on Expository Writing; B.A. 2007, Hunter College; Ph.D. 2015, Rutgers</td>
<td></td>
</tr>
<tr>
<td>Bill Blake</td>
<td>Assistant Professor of English; B.A. 2003, Toronto; M.A. 2005, Ph.D. 2011, Carnegie Mellon</td>
<td></td>
</tr>
<tr>
<td>Renée Blake</td>
<td>Associate Professor of Linguistics; B.Sc. 1987, M.A. 1993, Ph.D. 1997, Stanford</td>
<td></td>
</tr>
<tr>
<td>Michael Blanton</td>
<td>Associate Professor of Physics; B.A. 1995, Cornell; M.A. 1997, Ph.D. 1999, Princeton</td>
<td></td>
</tr>
<tr>
<td>Justin Blau</td>
<td>Professor of Biology; B.A. 1992, King’s College, London; Ph.D. 1996, Cambridge (England)</td>
<td></td>
</tr>
</tbody>
</table>
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 of Psychology 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. Borowski, 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. Brans, 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 Broyle, 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; Director, Alexander Hamilton Center; 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, Universidad de San Andres (Argentina); Ph.D. 2002, Northwestern

Ariel Burstein, Visiting Associate Professor of Economics; B.A. 1997, Universidad de San Andres (Argentina); Ph.D. 2002, Northwestern

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 Calla, 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, Professor of Biology; Director, Center for Genomics and Systems Biology; B.Sc. 1990, Ph.D. 1995, Edinburgh (Scotland)

Marisa Carrasco, Collegiate Professor and Professor of Psychology and Neural 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. Chissiea, 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.F.S. 2011, New York

Marcelle Clements, Collegiate Professor; Fellow, New York Institute for the Humanities; B.A. 1969, Bard

Tirso Clevs, 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, Escuela de Administración de Empresas; M.A. 1974, Ph.D. 1979, Michigan

Tobias Colding, Professor of Mathematics; B.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

Dalton C. Conley, Professor of Sociology; University Professor; B.A. 1990, California (Berkeley); M.A. 1992, M.A. 1994, Ph.D. 1996, Columbia

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; 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 Cattolica (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, Paul S. and Sylvia Steinberg 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-Black, Associate Professor of Spanish and Portuguese; Dean for 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

Oeindrila 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.L.E. 1995, Maitrise de F.L.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. Eisler, 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, Boazici; 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 Fagan, 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

Glennys Farrar, Colleague 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, Colleague Professor and Associate Professor of Spanish and Portuguese; B.A. 1983, Dartmouth College; M.A. 1986, Ph.D. 1988, Princeton

Raquel Fernández, Professor of Economics; B.A. 1981, Princeton; Ph.D. 1988, Columbia

Ada Ferrer, 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

Finnbarr 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; 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

Elaine Freedgood, Professor of English; B.A. 1989, Hunter College; M.A. 1990, M.Phil. 1992, Ph.D. 1996, Columbia

Christiane Frey, Associate Professor of German; M.A. 1993, Rheinische Friedrich-Wilhelms-Universität Bonn; M.A. 1996, Paris IV (Sorbonne); Ph.D. 2003, Rheinische Friedrich-Wilhelms-Universität Bonn

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 María Ochoa Gautier, Associate Professor of Music; B.A. 1987, British Columbia (Canada); M.A. 1993, Ph.D. 1996, Indiana

Nicholas E. Gacintov, 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 Gerominus, 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 Physics; B.S. 2001, Stanford; A.M. 2003, Ph.D. 2008, Harvard

Kathleen Gerson, Collegiate Professor and Professor of Sociology; B.A. 1969, Stanford; M.A. 1974, Ph.D. 1981, California (Berkeley)

Stéphane Gerson, Professor of French; 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 Gilsenas, 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
Lisa Gitelman, Professor of English and Media, Culture, and Communication (Steinhardt); A.B. 1983, Chicago; M.A. 1985, Ph.D. 1991, Columbia
Elena Glasberg, Language Lecturer on Expository Writing; B.A. 1981, SUNY (Purchase); Ph.D. 1995, Indiana
Paul Glimcher, Silver Professor and Professor of Neural Science, Economics and Psychology; B.A. 1983, Princeton; Ph.D. 1989, Pennsylvania
Rebecca Goetz, Associate Professor of History; B.A. 2000, Bates College; M.A. 2002, Ph.D. 2006, Harvard
Arthur Goldberg, Clinical Assistant Professor of Computer Science; B.A. 1977, Harvard; M.S. 1984, Ph.D. 1991, California (Los Angeles)
Benjamin F. Goldberg, Associate Professor of Computer Science; B.A. 1982, Williams College; M.S. 1984, M.Phil. 1984, Ph.D. 1986, Yale
Burt Goldberg, Clinical Professor of Chemistry; B.S. 1973, Pace; M.S. 1984, CUNY; M.Phil. 1984, Mount Sinai School of Medicine; Ph.D. 1998, Wales (Cardiff)
Henriette Goldwyn, Clinical Associate Professor of French; B.A. 1975, Hunter; M.A. 1979, Ph.D. 1985, New York
Peter Gollwitzer, Professor of Psychology; B.A. 1973, Regensburg; M.A. 1977, Ruhr, Bochum; Ph.D. 1981, Texas (Austin)
Michael Gomez, Professor of History; B.A. 1981, M.A. 1982, Ph.D. 1985, Chicago
Odi Gonzales Jimenez, Senior Language Lecturer on Quechua, Center for Latin American and Caribbean Studies; Licenciature 1993, Universidad Nacional de San Agustín de Arequipa (Peru); M.A. 2003, Maryland (College Park)
Jonathan Goodman, Professor of Mathematics; B.S. 1977, Massachusetts Institute of Technology; Ph.D. 1982, Stanford
Jeffrey Goodwin, Professor of Sociology; B.A. 1980, M.A. 1983, Ph.D. 1988, Harvard
Linda Gordon, Florence Kelly Professor and Professor of History; University Professor; B.A. 1961, Swarthmore College; M.A. 1963, Ph.D. 1970, Yale
Meryl Gordon, Associate Professor of Journalism; B.A. 1973, Michigan
Sanford Gordon, Professor of Politics; B.A. 1994, Cornell; M.A. 1996, Ph.D. 1999, Princeton
Manu Goswami, Associate Professor of History; Ph.D. 1998, Chicago
Allan Gottlieb, Professor of Computer Science; B.S. 1967, Massachusetts Institute of Technology; M.A. 1968, Ph.D. 1973, Brandeis
Michah Gottlieb, Associate Professor of Hebrew and Judaic Studies; B.A. 1995, McGill; M.A. 1997, New York; Ph.D. 2003, Indiana
Maria Gouskova, Associate Professor of Linguistics; B.A. 1998, Eastern Michigan; Ph.D. 2003, Massachusetts (Amherst)
Jean-Philippe Graff, Language Lecturer on French; B.A. 2007, Nancy 2 (France); M.A. 2010, Northern Illinois
Bryan Graham, Associate Professor of Economics; B.A. 1997, Tufts; M.Phil. 2000, Oxford; Ph.D. 2005, Harvard
Greg Grandin, Professor of History; B.A. 1992, Brooklyn College; M.A. 1995, Ph.D. 1999, Yale
Bruce Grant, Professor of Anthropology; B.A. 1985, McGill; M.A. 1986, Ph.D. 1993, Rice
David F. Greenberg, Professor of Sociology; B.S. 1962, M.S. 1963, Ph.D. 1969, Chicago
Leslie Greengard, Silver Professor and Professor of Mathematics; B.A. 1979, Wesleyan; M.D., Ph.D. 1987, Yale
David Gresham, Associate Professor of Biology; B.S. 1997, McGill; Ph.D. 2001, Edith Cowan (Perth)
David Grier, Professor of Physics; B.A. 1984, Harvard; Ph.D. 1989, Michigan
Ralph Grishman, Professor of Computer Science; B.A. 1968, Ph.D. 1973, Columbia
Mikhail Gromov, Jay Gould Professor of Mathematics; M.A. 1965, Ph.D. 1973, Leningrad
Alexander Grosberg, Professor of Physics; M.Sc. 1972, Moscow State; Ph.D. 1975, Institute for Physical Problems; Sc.D. 1982, Moscow State
Stephen Gross, Assistant Professor of European and Mediterranean Studies; B.A. 2002, Virginia; M.A. 2006, Ph.D. 2010, California (Berkeley)
Boris Grove, Professor of Russian and Slavic Studies; B.A. 1971, Leningrad; M.A. 1981, Moscow; Ph.D. 1992, Münster
Andrei Gruzinov, Associate Professor of Physics; M.S., Moscow Institute for Physics and Technology; Ph.D. 1995, California (San Diego)
Ed Guerrero, Associate Professor of Cinema Studies and Africana Studies; B.A., San Francisco State; M.F.A. 1972, San Francisco Art Institute; Ph.D. 1989, California (Berkeley)
John Guillory, Silver Professor and Professor of English; B.A. 1974, Tulane; Ph.D. 1979, Yale
Kris Gunsalus, Associate Professor of Biology; B.A. 1984, Ph.D. 1997, Cornell
Sinan Gunturk, Associate Professor of Mathematics; B.S. 1996, Boaziçi (Turkey); Ph.D. 2000, Princeton
Todd Gureckis, Assistant Professor of Psychology; B.S. 2001, M.A. 2004, Ph.D. 2005, Texas (Austin)
Andrei Guruianu, Language Lecturer on Expository Writing; B.A. 2001, Binghamton; M.S. 2003, Elmira College; M.S. 2003, Iona College; Ph.D. 2010, Binghamton

Gregory Guy, Professor of Linguistics; B.A. 1972, Boston; M.A. 1975, Ph.D. 1981, Pennsylvania

Melanie Hackney, Language Lecturer on French; B.A. 2003, Tulane; M.A. 2007, South Florida; Ph.D. 2013, Louisiana State

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


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; 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, Wisconsin

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, Interim Dean of the Graduate School of Arts and Science and 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.S. 2003, New South Wales; Ph.D. 2008, Harvard

Mary Haslam, Senior Language Lecturer on French; B.A. 1991, M.A. 1993, Cork (Ireland); H.D.E. 1994, Dublin (Ireland); Ph.D. 2004, National (Ireland)

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.S. 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 Hotz, 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 Expository Writing; B.A. 1994, 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

Ašli 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)

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

Alecx 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

Neville Kallenbach, Professor of Chemistry; B.S. 1958, Rutgers; Ph.D. 1961, Yale

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

Mohammad Khorrami, Clinical Professor of Middle Eastern and Islamic Studies; B.A. 1980, Tehran; M.A. 1991, Texas (Houston); Ph.D. 1996, Texas (Austin)

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

Lynee Kiropes, 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; B.S. 1984, Gannon; Ph.D. 1989, Medical College of Virginia

Perri Klass, Professor of Journalism; Director of the Arthur L. Carter Journalism Institute; 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. Kohm, 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. (Tecn. 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

Yann Kotsopoulos, 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

Jenn Larson, Assistant Professor of Politics; B.A. 2006, Creighton; Ph.D. 2012, Harvard

Yvonne Latty, Clinical Associate Professor of Journalism; B.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 Lazar, 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 Neuroscience and Psychology; University Professor; B.S. 1971, M.S. 1974, Louisiana State; Ph.D. 1977, SUNY (Stony Brook)

John Joseph Lee, Glucksman Chair of Irish Studies and Professor of History; B.A. 1962, M.A. 1965, University College Dublin; M.A. 1965, Cambridge

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

Shi Qi 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 Lizzeti, 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 Longuenece, Silver Professor and Professor of Philosophy; M.A. 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, William R. Berkley Term Chair of Economics and Business Professor of Economics; 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; B.Sc. 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'Études 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 Tradutorri, 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.Sr. 2007, Oxford; Ph.D. 2016, Chicago

Adina Marom, Language Lecturer on Hebrew; B.A. 1971, Tel Aviv; Ed.M. 1977, Boston; M.A. 1980, Hebrew College

Emily Martin, Professor of Anthropology; B.A. 1966, Michigan; Ph.D. 1971, Cornell

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; Mâıt. 1995, Doctorat 1998, Paris (Dauphine)

Laurent Mathévet, Assistant Professor of Economics; B.S. 2003, Universite de Saint-Etienne; M.S. 2005, Ph.D. 2008, California Institute of Technology

John Rogers Maynard, Professor of English; B.A. 1963, Ph.D. 1970, Harvard

Esteban O. Mazzoni, Assistant Professor of Biology; Licenciado 2000, University of Buenos Aires; Ph.D. 2006, New York

James McBride, 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. McKean, Jr., Silver Professor and Professor of Mathematics; B.A. 1952, Dartmouth College; Ph.D. 1955, Princeton


David McLaughlin, Silver Professor and Professor of Mathematics; Provost, New York University; 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

Jordan 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 Society; B.A. 1966, Wellesley College; M.A. 1967, Yale; Ph.D. 1978, Brandeis

Virgilii 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; University Professor; 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


Bhuvaneswar 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

Philip 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

Harvey Molotch, Professor of Sociology and Social and Cultural Analysis; B.A. 1963, Michigan; M.A. 1966, Ph.D. 1968, Chicago

Blagovesta Momchedjikova, 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; Director, Center for Neural Science; 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 Némethy, 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. ès Let. 1963, D.E.S. 1964, Diplôme 1964, Paris; Ph.D. 1975, New York

Mary Nolan, Professor of History; B.A. 1966, Smith College; M.A. 1969, Ph.D. 1975, Columbia

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 Noui, 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 Ó Cearráíl, 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 Ohayon, 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)


Victoria C. Olsen, Senior Language Lecturer on Expository Writing; B.A. 1986, Barnard; M.A., Ph.D. 1994, Stanford

Lorelei Omsrod, 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, Professor of Computer Science; B.S. 1974, British Columbia; M.S. 1977, Ph.D. 1979, Stanford


Andrew Paizis, Clinical Associate Professor of Economics; B.A. 1959, Yeshiva; Ph.D. 1964, Oxford

Derek Parfit, Global Distinguished Professor of Philosophy; B.A. 1964, M.A. 1964, Oxford

Crystal Parikh, Associate Professor of English and Social and Cultural Analysis; B.A. 1992, Miami; M.A. 1995, Ph.D. 2000, Maryland (College Park)

Jeesun Park, Senior Language Lecturer on Korean; B.A. 2004, Hankuk University of Foreign Studies; M.A. 2006, New York


Olivier M. Pauluis, Associate Professor of Mathematics and Atmosphere/Ocean Science; B.S. 1995, Université Catholique de Louvain; Ph.D. 2000, Princeton

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, M.Phil. 1981, Ph.D. 1983, Columbia

David Pearce, Professor of Economics; B.A. 1978, McMaster; M.A. 1979, Queen’s (Ontario); Ph.D. 1983, Princeton

Leslie Peirce, Silver Professor and Professor of Middle Eastern and Islamic Studies and History; B.A. Harvard-Radcliffe Colleges; M.A., Harvard; Ph.D. 1988, 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 Chemistry; 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 Poeppe1, Professor of Psychology; B.S. 1980, Ph.D. 1995, Massachusetts Institute of Technology

Benjamin Pollak, Language Lecturer on Expository Writing; B.A. 2007, Princeton; M.A. 2013, Ph.D. 2014, Michigan

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 Porri1ati, Professor of Physics; Ph.D. 1984, Pisa (Italy)

Sonya Postement, 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, Assistant 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

Philippe Roger, Global Distinguished Professor of French; Agrégé de l’Université 1972, Paris

Susan Rogers, Associate Professor of Anthropology and French Civilization; B.A. 1972, Brown; M.A. 1973, Ph.D. 1979, Northwestern; M.S. 1983, Illinois (Urbana-Champaign)

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

Arturo 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 Saldaña, 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; Senior Vice Provost, Undergraduate Academic Affairs; Angelo J. Ranieri Director of Ancient Studies; B.A. 1971, M.Phil. 1976, Columbia; M.A. 1977, Cambridge; Ph.D. 1979, Columbia

Dean Itsuji Saranillo, 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, Witswatersrand; 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)

Edouard Schaaf, Assistant Professor of Economics; B.S. 2006, Ecole Polytechnique; Ph.D. 2011, Princeton

Richard Schechner, Professor of Performance Studies; University Professor; B.A. 1956, Cornell; M.A. 1958, Iowa State; Ph.D. 1962, Tulane

Samuel Scheffler, Professor of Philosophy and Law; University Professor; B.A. 1973, Harvard; Ph.D. 1977, Princeton

Bambi Schieffelin, Collegiate Professor and Professor of Anthropology; B.S. 1967, M.A. 1977, Ph.D. 1979, Columbia

Stephen Schiffer, Silver Professor and Professor of Philosophy; B.A. 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, Associate Professor of Politics; A.B. 1996, Washington (St. Louis); Ph.D. 2002, New York

David Scicchitano, Professor of Biology; B.S. 2006, Ecole Polytechnique; Ph.D. 2011, Princeton

Richard Schlenker, Professor of Performance Studies; University Professor; B.A. 1956, Cornell; M.A. 1958, Iowa State; Ph.D. 1962, Tulane

Samuel Scheffler, Professor of Philosophy and Law; University Professor; B.A. 1973, Harvard; Ph.D. 1977, Princeton

Bambi Schieffelin, Collegiate Professor and Professor of Anthropology; B.S. 1967, M.A. 1977, Ph.D. 1979, Columbia

Stephen Schiffer, Silver Professor and Professor of Philosophy; B.A. 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, Associate Professor of Politics; A.B. 1996, Washington (St. Louis); Ph.D. 2002, New York

David Scicchitano, 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

Edward 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

Richard Sennett, Professor of Sociology and History; University Professor; B.A. 1964, Chicago; Ph.D. 1969, Harvard

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 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, Professor of Computer Science; B.S. 1977, Yale; 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; 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)


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 (Urbana-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. 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, Professor of Computer Science and Mathematics; B.S. 1965, Massachusetts Institute of Technology; Ph.D. 1970, Harvard
Patricia Spyrr, Global Distinguished Professor of Anthropology; Ph.D. 1992, Chicago

Rachel St. John, Associate Professor of History; B.A. 1997, Ph.D. 2005, Stanford

Ennio Stachetti, Professor of Economics; B.A. 1977, Universidad de Chile, Santiago; M.S. 1980, Ph.D. 1983, Wisconsin (Madison)

Christopher Stahl, Senior Language Lecturer on Expository Writing; B.A. 1992, Dartmouth College; M.A. 1998, New York

G. Gabrielle Starr, Professor of English; Seryl Kushner Dean, College of Arts and Science; B.A. 1993, Emory; Ph.D. 1999, Harvard

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

Lakshminarayanan Subramanian, Associate Professor of Computer Science; B.Tech. 1999, Indian Institute of Technology; M.S. 2002, Ph.D. 2005, California (Berkeley)


Ioana Suvaina, 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)

Florena Torche, Professor of Sociology; B.A. 1996, Universidad Catolica de Chile; M.A. 2000, Ph.D. 2003, Columbia

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 Tosovsky, 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

Yaakov Trope, Professor of Psychology; B.A. 1970, Tel Aviv; M.A. 1972, Ph.D. 1974, Michigan

Esther Trzman, 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 Tsishchanka, 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

Jane Tylus, Professor of Italian; B.A. 1978, College of William and Mary; Ph.D. 1985, Johns Hopkins

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.A.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; 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; Provost of NYU Shanghai; 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

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

Olof B. Widlund, Silver Professor and Professor of Mathematics; C.E. 1960, Tekn. L. 1964, Technology Institute (Stockholm), Ph.D. 1966, Uppsala

Charles Wilson, Professor of Economics; B.A. 1970, Miami (Ohio); Ph.D. 1976, Rochester

Michelle Wilson, Language Lecturer on Expository Writing; B.A. 2004, M.A. 2006, Ph.D. 2012, Southern California

Jonathan Winawer, Assistant Professor of Psychology and Neural Science; B.A. 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

Elliot 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; 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

Rita Wright, Professor of Anthropology; B.A. 1975, Wellesley College; M.A. 1978, Ph.D. 1984, Harvard

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, Turfs; M.M. 1996, Boston Conservatory; M.F.A. 1999, New York

Lai-Sang Young, Silver Professor and Professor of Mathematics; B.A. 1973, Wisconsin (Madison); M.A. 1976, Ph.D. 1978, California (Berkeley)

Marilyn Young, Collegiate Professor and Professor of History; B.A. 1957, Vassar College; M.A. 1958, Ph.D. 1963, Harvard

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

Drew Youngren, Clinical Assistant Professor of Mathematics; B.S. 2000, Columbia; M.A. 2002, Stony Brook; M.Ed. 2007, New York; Ph.D. 2006, Northwestern

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 Zabran, 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
Slavoj Žižek, Global Distinguished Professor of German; B.A. 1971, M.A. 1975, Ph.D. 1981, Ljubljana; Ph.D. 1985, Paris-VIII

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doris R. Aaronson</td>
<td>B.S., M.A., Ph.D., Psychology</td>
</tr>
<tr>
<td>Raziel Abelson</td>
<td>M.A., Ph.D., Philosophy</td>
</tr>
<tr>
<td>Thomas R. Adam</td>
<td>M.A., LL.B., Politics</td>
</tr>
<tr>
<td>Charles M. Affron</td>
<td>B.A., Ph.D., French</td>
</tr>
<tr>
<td>Helene Anderson</td>
<td>B.A., M.A., Ph.D. Spanish</td>
</tr>
<tr>
<td>Gay Wilson Allen</td>
<td>B.A., M.A., Ph.D., English</td>
</tr>
<tr>
<td>P. R. Baker</td>
<td>B.A., M.A., Ph.D., History</td>
</tr>
<tr>
<td>Louis Baron</td>
<td>B.S., M.S., Mathematics</td>
</tr>
<tr>
<td>Michel Beaujour</td>
<td>Lic. ès Let., Agrégé de l'Université, French</td>
</tr>
<tr>
<td>Benjamin Bederson</td>
<td>B.S., M.A., Ph.D., Physics</td>
</tr>
<tr>
<td>Larissa Bonfante</td>
<td>B.A., M.A., Ph.D., Classics</td>
</tr>
<tr>
<td>Patricia U. Bonomi</td>
<td>B.A., M.A., Ph.D., History</td>
</tr>
<tr>
<td>Sidney Borowitz</td>
<td>B.S., M.S., Ph.D., Physics</td>
</tr>
<tr>
<td>Kamau Brathwaite</td>
<td>B.A., Ph.D., Comparative Literature</td>
</tr>
<tr>
<td>Irving Brick</td>
<td>B.S., M.S., Ph.D., Biology</td>
</tr>
<tr>
<td>Eleazar Bromberg</td>
<td>B.S., M.A., Ph.D., Mathematics</td>
</tr>
<tr>
<td>Howard H. Brown, Jr.</td>
<td>B.S., Ph.D., Physics</td>
</tr>
<tr>
<td>Martin D. Burrow</td>
<td>B.S., M.S., Ph.D., Mathematics</td>
</tr>
<tr>
<td>David L. Burrows</td>
<td>B.Mus., M.A., Ph.D., Music</td>
</tr>
<tr>
<td>William E. Burrows</td>
<td>B.A., M.A., Journalism</td>
</tr>
<tr>
<td>Mary Carruthers</td>
<td>B.A., Ph.D., English</td>
</tr>
<tr>
<td>R. Anthony Castagnaro</td>
<td>B.A., M.A., Ph.D., Spanish and Portuguese</td>
</tr>
<tr>
<td>Peter J. Chelkowski</td>
<td>Mag., Ph.D., Middle Eastern and Islamic Studies</td>
</tr>
<tr>
<td>John Chioles</td>
<td>B.A., M.A., Ph.D., Comparative Literature</td>
</tr>
<tr>
<td>Martin Chusid</td>
<td>B.A., M.A., Ph.D., Music</td>
</tr>
<tr>
<td>Stephen F. Cohen</td>
<td>B.S., M.A., Ph.D., Russian and Slavic Studies</td>
</tr>
<tr>
<td>John A. Coleman</td>
<td>B.A., M.A., Ph.D., Spanish and Portuguese</td>
</tr>
<tr>
<td>Christopher Collins</td>
<td>B.A., M.A., Ph.D., English</td>
</tr>
<tr>
<td>Rita W. Cooley</td>
<td>B.A., M.A., Ph.D., Politics</td>
</tr>
<tr>
<td>James T. Crown</td>
<td>B.A., M.A., Ph.D., Politics</td>
</tr>
<tr>
<td>Martin Davis</td>
<td>B.S., M.A., Ph.D., Computer Science</td>
</tr>
<tr>
<td>Robert B. K. Dewar</td>
<td>B.S., Computer Science</td>
</tr>
<tr>
<td>Mervin R. Diits</td>
<td>B.A., M.A., Ph.D., Classics</td>
</tr>
<tr>
<td>Assia Djebar</td>
<td>B.A., Ph.D., French</td>
</tr>
<tr>
<td>Denis Donoghue</td>
<td>B.A., M.A., Ph.D., English</td>
</tr>
<tr>
<td>Serge Doubrovsky</td>
<td>Lic. ès Let., Doc. ès Let., French</td>
</tr>
<tr>
<td>Charlotte Douglas</td>
<td>B.A., M.A., Ph.D., Russian and Slavic Studies</td>
</tr>
<tr>
<td>Herndon Dowling</td>
<td>B.S., M.S., Ph.D., Biology</td>
</tr>
<tr>
<td>Charles W. Dunmore</td>
<td>B.A., M.A., Ph.D., Classics</td>
</tr>
<tr>
<td>Troy Duster</td>
<td>B.S., M.A., Ph.D., Sociology</td>
</tr>
<tr>
<td>Harold Edwards, Jr.</td>
<td>B.A., M.A., Ph.D., Mathematics</td>
</tr>
<tr>
<td>Samuel M. Feldman</td>
<td>B.A., M.A., Ph.D., Neural Science and Psychology</td>
</tr>
<tr>
<td>Brian L. Fennelly</td>
<td>B.M.E., B.A., Mus.M., Ph.D., Music</td>
</tr>
<tr>
<td>Gisbert Flanz</td>
<td>Ph.D., Politics</td>
</tr>
<tr>
<td>John Freccero</td>
<td>B.A., M.A., Ph.D., Italian and Comparative Literature</td>
</tr>
<tr>
<td>Eliot L. Friedson</td>
<td>Ph.B., M.A., Ph.D., Sociology</td>
</tr>
<tr>
<td>Paul J. Gans</td>
<td>B.S., Ph.D., Chemistry</td>
</tr>
<tr>
<td>Dermot Gately</td>
<td>B.S., M.A., Ph.D., Economics</td>
</tr>
<tr>
<td>Murray Glanzer</td>
<td>B.A., M.A., Ph.D., Psychology</td>
</tr>
<tr>
<td>Alfred Glassgold</td>
<td>B.A., Ph.D., Physics</td>
</tr>
<tr>
<td>Les Goldberger</td>
<td>B.A., Ph.D., Psychology</td>
</tr>
<tr>
<td>Dustin Griffin</td>
<td>B.A., B.A., Ph.D., English</td>
</tr>
<tr>
<td>Doris Starr Guilloton</td>
<td>B.A., M.A., Ph.D., German</td>
</tr>
<tr>
<td>Walter W. Haines</td>
<td>B.A., M.A., M.A., Ph.D., Economics</td>
</tr>
<tr>
<td>Harry Harootunian</td>
<td>B.A., M.A., Ph.D., History</td>
</tr>
<tr>
<td>Melvin Hausner</td>
<td>B.A., M.A., Ph.D., Mathematics</td>
</tr>
<tr>
<td>Margret M. Herzfeld-Sander</td>
<td>Dr.Phil., German</td>
</tr>
<tr>
<td>Calvin Heusser</td>
<td>B.S., M.S., Ph.D., Biology</td>
</tr>
<tr>
<td>Wolf Heydebrand</td>
<td>M.A., Ph.D., Sociology</td>
</tr>
<tr>
<td>Barbara Heyns</td>
<td>B.A., M.A., Ph.D., Sociology</td>
</tr>
</tbody>
</table>
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., M.A., Ph.D., Art History
Eugene Isaacsom, B.S., M.S., Ph.D., Mathematics
Alfred Ivry, 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., Psychology
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 Karlin, 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.F.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 Ostrovsky, B.A., M.A., Ph.D., French
Alfred Perlmutter, B.S., M.S., Sc.D., Biology
Robert M. Perry, B.A., B.D., Ph.D., Religion
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., Art History
Aldo Scaglione, 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., L.L.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 and 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., 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. Walkowitz, 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.

The Committee on Recommendations to Schools of the Health Professions
Membership by appointment and by office. Term: three years.

The Committee on Undergraduate Academic Standards
Membership by appointment and by office. Term: three years.

The Faculty Committee on Undergraduate Curriculum
Membership by election and by office. Term: three years.

The Faculty Committee on Undergraduate Honors
Membership by appointment and by office. Term: three years.

The Faculty Committee on Undergraduate Scholarships and Financial Aid
Membership by appointment and by office. Term: two years.

STANDING COMMITTEES OF THE FACULTY OF ARTS AND SCIENCE

The following standing faculty committees (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.

Committee on Information, Technology, and Library Services
Membership by election. Term: three years.

The Faculty Advisory Committee on Promotion and Tenure
Membership by appointment and by election. Term: three years.

The Faculty Advisory Committee on Policy and Planning
Membership by appointment, by election, and by office. Term: three years.

The Faculty Committee on Nominations and Elections
Membership by election. Term: three years.

The Faculty Committee on Student Discipline
Membership by appointment and election. Term: three years.

The Faculty Grievance Committee
Membership by election. Term: three years.

Faculty Representatives to the Senate
The names of the representatives are available in the Office of the FAS Dean. Term: three years.

Student Representatives to the Senate
The names of the representatives are available in the Office of the FAS Dean.
### Majors and Minors as Registered by the New York State Education Department

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>1504</td>
<td>Computer Science and Economics (major only)</td>
</tr>
<tr>
<td>Anthropology (major only)</td>
<td>2299</td>
<td>Computer Science and Mathematics</td>
</tr>
<tr>
<td>Anthropology and Classical Civilization (major only)</td>
<td>4903</td>
<td>Creative Writing (minor only)</td>
</tr>
<tr>
<td>Anthropology and Linguistics (major only)</td>
<td>1502</td>
<td>Creative Writing in Spanish (minor only)</td>
</tr>
<tr>
<td>Art History</td>
<td>1003</td>
<td>Drama (minor only)</td>
</tr>
<tr>
<td>Art History and Classics (major only)</td>
<td>0399</td>
<td>Economics and Mathematics (major only)</td>
</tr>
<tr>
<td>Asian/Pacific/American Studies</td>
<td>0414</td>
<td>Engineering (majors only; B.S. only)</td>
</tr>
<tr>
<td>Astronomy (minor only)</td>
<td>0401</td>
<td>Chemical and Biomolecular Engineering</td>
</tr>
<tr>
<td>Biochemistry (major only)</td>
<td>1701/1902</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Biology</td>
<td>0701/1701/1902</td>
<td>Computer Engineering</td>
</tr>
<tr>
<td>Business Studies (minor only; through the College of Arts and Science and the Stern School of Business)</td>
<td>1905</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Chemistry (B.A. or B.S.)</td>
<td>2203</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Child and Adolescent Mental Health Studies (minor only)</td>
<td>1504</td>
<td>English and American Literature</td>
</tr>
<tr>
<td>Chinese (minor only)</td>
<td>1905</td>
<td>Environmental Biology (minor only)</td>
</tr>
<tr>
<td>Cinema Studies (through the Tisch School of the Arts and the College of Arts and Science)</td>
<td>0310</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Classical Civilization</td>
<td>1010</td>
<td>European and Mediterranean Studies</td>
</tr>
<tr>
<td>Classical Civilization and Hellenic Studies (major only)</td>
<td>1102</td>
<td>Francophone Studies (minor only)</td>
</tr>
<tr>
<td>French and Linguistics (major only)</td>
<td>1199</td>
<td>French Literature in Translation (minor only)</td>
</tr>
<tr>
<td>French Literature in Translation (minor only)</td>
<td>4903</td>
<td>Gender and Sexuality Studies</td>
</tr>
<tr>
<td>Genetics (minor only)</td>
<td>0399</td>
<td>Genomics and Bioinformatics (minor only)</td>
</tr>
<tr>
<td>German and Linguistics (major only)</td>
<td>1199</td>
<td>German Literature and Culture</td>
</tr>
<tr>
<td>German Literature and Culture</td>
<td>1214</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>Global Public Health/Sociology (major only)</td>
</tr>
<tr>
<td>Hebrew and Judaic Studies</td>
<td>0399</td>
<td>History</td>
</tr>
<tr>
<td>Hellenic Studies</td>
<td>0399</td>
<td>Iberian Studies</td>
</tr>
<tr>
<td>International Relations (major only)</td>
<td>2210</td>
<td>Irish Studies (minor only)</td>
</tr>
<tr>
<td>Italian</td>
<td>1104</td>
<td></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 relevant 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: www.highered.nysed.gov

| MAJORS AND MINORS AS REGISTERED BY N.Y. STATE • COLLEGE OF ARTS & SCIENCE • NEW YORK UNIVERSITY | 523 |