Notice: The online version of the Bulletin (at http://cas.nyu.edu) contains revisions and updates in courses, programs, requirements, and staffing that occurred after the publication of the PDF and print version. Students who require a printed copy of any portion of the updated online Bulletin but do not have Internet access should see a College of Arts and Science adviser or administrator for assistance.

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

Payment of tuition or attendance at any classes shall constitute a student's acceptance of the administration's rights as set forth in the above paragraph.
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The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a university.
THE SCHOOLS, COLLEGES, INSTITUTES, AND PROGRAMS OF THE UNIVERSITY
(IN ORDER OF THEIR FOUNDING)

1832 College of Arts and Science
cas.nyu.edu
1835 School of Law
www.law.nyu.edu
1841 School of Medicine
school.med.nyu.edu
1852 College of Dentistry
www.nyu.edu/dental
(including the College of Nursing [1947], www.nyu.edu/nursing)
1865 College of Arts and Science
www.cas.nyu.edu
1886 Graduate School of Arts and Science
www.gsas.nyu.edu
1890 Steinhardt School of Culture,
Education, and Human Development
steinhardt.nyu.edu
1900 Leonard N. Stern School of Business
www.stern.nyu.edu
1922 Institute of Fine Arts
www.nyu.edu/gas/dept/finarts
1934 School of Continuing and Professional Studies
www.scp.s.nyu.edu
1934 Courant Institute of Mathematical Sciences
cims.nyu.edu
1938 Robert F. Wagner Graduate School of Public Service
wagner.nyu.edu
1940 Silver School of Social Work
www.nyu.edu/socialwork
1950 Tisch School of the Arts
www.tisch.nyu.edu
1951 Gallatin School of Individualized Study
www.nyu.edu/gallatin
1952 Liberal Studies
www.liberalstudies.nyu.edu
1956 Institute for the Study of the Ancient World
www.nyu.edu/isaw
2006 Polytechnic Institute of New York University
www.poly.edu
(established in 1854; affiliated in 2008)
2010 New York University Abu Dhabi
nyuad.nyu.edu

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 five-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. With 4.1 million print volumes, 112,000 BobCat serial subscriptions, 120,000 electronic journals in BobCat, 850,000 e-books in BobCat, 171,000 audio and video recordings, and 30,000 linear feet of special collections of archival materials, the collections are uniquely strong in the performing arts, radical and labor history, and the history of New York and its avant-garde culture. The library’s website, library.nyu.edu, received three million visits in 2008–2009. Bobst Library offers approximately 2,500 seats for student study.

The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has 134 carrels for audio listening and video viewing, as well as three multimedia classrooms. Last year, the center filled more than 78,000 research requests for audio and video material. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects, and it 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 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 wide-ranging impact on American institutions and to research academic freedom and promote public discussion of its history and 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.

The Barbara Goldsmith Preservation and Conservation Department in Bobst Library comprises laboratories for book, film, and audio/video conservation. Its preservation projects often provide training for students in many aspects of book, paper, and media preservation. In a groundbreaking initiative funded by the Andrew W. Mellon Foundation, the Division of Libraries in 2008 completed development of rationales and strategies for all aspects of moving image and audio preservation, consulting with a variety of other institutions to identify and test best practices and disseminating them throughout the archival community.

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 Real Estate Library at SCPS 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. Complementing the collections of the Division of Libraries are those of the libraries of NYU’s School of Medicine, Dental Center, and School of Law. The New York University Abu Dhabi library provides access to all the resources in BobCat and is developing its own collection of books and other print materials in support of the school’s developing curricula.

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 33 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, electronic information, and digital libraries.

Fine Arts
The Grey Art Gallery, the University’s fine arts museum, presents three to four innovative exhibitions each year that encompass all aspects of the visual arts: painting and sculpture, prints and drawings, photography, architecture and decorative arts, video, film, and performance. The gallery also sponsors lectures, seminars, symposia, and film series in conjunction with its exhibitions. Admission to the gallery is free for NYU staff, faculty, and students.

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

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

Professors whose extracurricular activities include service as editors for publishing houses and magazines; as advisers to city government, banks, school systems, and social agencies; and as consultants for museums and industrial corporations bring to teaching an experience of the world and a professional sophistication that are difficult to match. Students also, either through course work or in outside activities, tend to be involved in the vigorous and varied life of the city. Research for term papers in the humanities and social sciences may take them to such diverse places as the American Museum of Natural History, the Museum of Modern Art, a garment factory, a deteriorating neighborhood, or a foreign consulate.

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

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

University apartment buildings provide housing for over 2,100 members of the faculty and administration, and University student residence halls accommodate over 11,500 men and women. Many more faculty and students reside in private housing in the area.

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

The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to 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, Elmer Holmes Bobst Library, 70 Washington Square South, 12th Floor, New York, NY 10012; 212-998-2352. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

New York University is a member of the Association of American Universities and is accredited by the Middle States Association of Colleges and Schools (Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5606). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.
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Joseph S. Steinberg, B.A., M.B.A.
Judy Steinhardt, B.A., Ed.M.
Michael H. Steinhardt, B.S.
Chandrika Tandon, B.A., M.B.A.
Daniel R. Tisch
John L. Vogelstein
Casey Wasserman, B.S.
Anthony Welters, B.A., J.D.
Shelby White, B.A., M.A.
Leonard A. Wilf, B.A., J.D., LL.M. (in Taxation)
Fred Wilson, B.S., M.B.A
Charles M. Zegar, B.S., M.S., M.S.

LIFE TRUSTEES

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Mamdouha Bobst, B.A., M.A., M.P.H.; hon.: L.H.D.
John Brademas (President Emeritus), B.A.; D.Phil. [Oxon.]; hon.: D.C.L., L.H.D., Litt.D., LL.D.
Geraldine H. Coles
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Maurice R. Greenberg, LL.B.; hon.: J.D., L.L.D.

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Thomas S. Murphy, B.S.M.E., M.B.A.
Herbert M. Paul, B.B.A., M.B.A., J.D., LL.M.
E. John Rosenwald, Jr., B.A., M.B.A.

William R. Salomon
Marie Schwartz
Larry A. Silverstein, B.A., LL.B.
Joel E. Smilow, B.A., M.B.A.
Sheldon H. Solow
Lillian Vernon
Robert F. Wright, B.A., M.B.A.
William D. Zabel, B.A., LL.B.
Baroness Mariuccia Zerilli-Marimò

TRUSTEE ASSOCIATES

Bruce Berger, B.S.
Leonard Boxer, B.S., LL.B.

Jane Eisner Bram, B.A., M.S.W., Ph.D.
Betty Weinberg Ellerin, B.A., J.D.

Norman Goodman, B.A., J.D.
Marvin Leffler, B.S., M.B.A.
ARTS & SCIENCE
Administration

COLLEGE OF ARTS AND SCIENCE ADMINISTRATION

G. Gabrielle Starr, B.A., M.A., Ph.D.; Acting Dean
Kate Baxter, B.A., M.A., Ed.D.; Assistant Dean for First-Year Students
Natalie Friedman, A.B., M.A., Ph.D.; Assistant Dean for Students
Soomie Han, B.A., J.D.; Assistant Dean for Academic Support Services; Director of the University Learning Center
Kelli Johnson, B.A., J.D.; Assistant Dean for Pre-Professional Advising
Richard J. Kalb, B.A., M.A., M.Div., Ph.D.; Associate Dean for Students
Karen Krahulik, B.A., M.A., Ph.D.; Associate Dean for Academic Affairs
William J. Long, B.A., M.A., Ph.D.; Associate Dean for Advising
James C. Mazza, A.B., M.A., M.Phil., Ph.D.; Assistant Dean for Academic Affairs
Brian C. Paquette, L.M.S.W., M.P.H., Ed.D.; Associate Dean for Preprofessional Advising; School’s Liaison for Undergraduate Global Public Health Programs
Sally Sanderlin, B.A.; M.Litt. [Dublin], Ph.D.; Associate Dean for Administration
Anne M. Blatz, B.A.; Academic Adviser, International Students
Danielle Brooks, B.A., M.A.; Academic Adviser, Pre-Health Program
Cary Chan, B.S.; Systems Administrator
Anthony Chiarello, B.A., M.A.; Academic Adviser, Academic Support
Christina Ciambrillo, B.A.; Executive Assistant to the Dean; Manager, Special Projects
Paul Cognata, B.A., B.A., M.A.; Assistant Director, Pre-Professional Programming
Patti A. Davis, B.A., M.A.; Associate Director, College Advising Center; Academic Adviser, Seniors
Tyrell Davis, B.A., M.A.; Assistant Director, University Learning Center
Aaron DeLand, B.A., M.A.; Print Production Coordinator
Amanda Dye, B.A.; Academic Adviser, Pre-Professional Programming
Brandy Dyess, B.A.; Budget and Operations Administrator
Anthony Ferreria, B.A., M.S., M.ST; Associate Director of Sophomore and Special Student Advising; Director, Academic Achievement Program
Michael Fisher, B.A.; Administrative Assistant, Academic Affairs
Riley Gallagher, B.A.; Academic Coordinator, Academic Standards
Kimberly Germain, S.B., M.A., Ph.D.; Associate Director, Scholarship Programs
Joseph Hemmes, B.A., M.A.; Academic Adviser, Transfer and Engineering Students
Richard Jung, B.A., M.S.; Academic Adviser, Opportunity Programs; OP Student Counselor
Kenneth Kidd, B.S.; Project Director and Special Assistant to the Dean
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Latoya Lewis, B.A., M.A.; Academic Adviser, Opportunity Programs; OP Student Counselor
Gwynneth Malin, B.A., M.A.; Director, Summer and Study Abroad Programs
Pamela McKelvin-Jefferson, B.A.; Special Events Coordinator
Rose Olivito, B.F.A., M.A.; Coordinator and Adviser, Student Affairs
Meghan Ryerse, B.A., M.A.; Director, Orientation & Transition Programs
Lauren Sinclair, B.S., M.A., Ph.D.; Academic Adviser, International Students
Scott Statland, B.A., M.A.; Associate Director, Juniors and Inter-School Programs
Eric Thurnauer, B.A., M.S.W.; Counselor
Mario Trejo, B.A., M.A.; Assistant Director, Academic Achievement Program
Jennifer Venegas, B.A., M.A.; Assistant Director, Orientation & Transition Programs

FACULTY OF ARTS AND SCIENCE ADMINISTRATION

Thomas Carew, B.A., M.A., Ph.D.; Anne and Joel Ehrenkranz Dean of the Faculty of Arts and Science
Lauren Benton, B.A., Ph.D.; Dean, Graduate School of Arts and Science
Dalton Conley, B.A., M.P.A., Ph.D.; Dean for Social Sciences, Faculty of Arts and Science
Joy Connolly, B.A., Ph.D.; Dean for Humanities, Faculty of Arts and Science
G. Gabrielle Starr, B.A., M.A., Ph.D.; Acting Dean, College of Arts and Science
Daniel L. Stein, B.S., M.S., Ph.D.; Dean for Science, Faculty of Arts and Science
The original Gothic-style University building, which was first occupied by NYU in 1835.
A BRIEF HISTORY OF THE

College of Arts and Science

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

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

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

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

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

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

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

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

In the 1970s, the College underwent yet another major transformation. In response to financial pressures, the Heights campus was closed in 1973, and University College merged with Washington Square College. The new institution, which is now known simply as the College of Arts and Science, is the beneficiary of both traditions—the Heights’ residential and collegiate culture and the Square’s progressive urban focus.

At that time, a decision was also made to build aggressively for quality—to recruit the very best faculty and students, to update and expand the physical plant, and to create distinguished programs both here and abroad.

In recent years, the College has become recognized as a national leader for its efforts to reinvent a liberal arts education for the 21st century. With a challenging liberal arts core, the Morse Academic Plan, at the center of the curriculum, the College emphasizes student inquiry and research, offers unique opportunities for international and preprofessional study, and makes use of the city as a site for learning and service. A liberal arts education thus conceived is not only personally enriching but also eminently practical in developing the skills and perspectives essential to assume a leadership role in the 21st century.

As the new millennium proceeds, the College continues to build on its founders’ goal of providing “Useful Knowledge.”
College Directory

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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 Behavioral Health Services
Student Health Center
726 Broadway, Room 471
212-998-4780

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

Off-Campus Housing Office
60 Washington Square South, Suite 210
212-998-4620

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

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

Office of Global Programs
110 East 14th Street, Lower Level
212-998-4433

Office for International Students and Scholars
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
665 Broadway, 11th Floor
212-998-4500

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

NYU Wellness Exchange
wellness.exchange@nyu.edu
212-443-9999

NYU Wellness Exchange
wellness.exchange@nyu.edu
212-443-9999
## Calendar 2012–2014 (All dates inclusive)

### 2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session I</td>
<td>Monday–Friday</td>
<td>May 21–June 29</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday</td>
<td>May 28</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Monday–Friday</td>
<td>July 2–August 10</td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>Wednesday</td>
<td>July 4</td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>Monday</td>
<td>September 3</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday</td>
<td>September 4</td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>Tuesday</td>
<td>September 17</td>
</tr>
<tr>
<td>Last day to drop a course without a “W”</td>
<td>Monday</td>
<td>September 24</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Monday</td>
<td>October 8</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>Monday–Tuesday</td>
<td>October 15–16</td>
</tr>
<tr>
<td>Last day for withdrawing from a course (with a “W”)</td>
<td>Monday</td>
<td>November 5</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Sunday</td>
<td>November 22–25</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Wednesday</td>
<td>December 12 (classes meet on a Monday schedule)</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday</td>
<td>December 14</td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>Monday–Friday</td>
<td>December 17–21</td>
</tr>
<tr>
<td>Winter recess</td>
<td>Saturday–Sunday</td>
<td>December 22–January 6</td>
</tr>
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</table>

### 2013

<table>
<thead>
<tr>
<th>Event</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Session classes begin</td>
<td>Monday</td>
<td>January 7</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (holiday)</td>
<td>Monday</td>
<td>January 21</td>
</tr>
<tr>
<td>Winter Session classes end</td>
<td>Friday</td>
<td>January 25</td>
</tr>
<tr>
<td>Spring term begins</td>
<td>Monday</td>
<td>January 28</td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>Sunday</td>
<td>February 10</td>
</tr>
<tr>
<td>Last day to drop a course without a “W”</td>
<td>Sunday</td>
<td>February 17</td>
</tr>
<tr>
<td>Presidents’ Day (holiday)</td>
<td>Monday</td>
<td>February 18</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Friday</td>
<td>March 1</td>
</tr>
<tr>
<td>Spring recess</td>
<td>Monday–Sunday</td>
<td>March 18–24</td>
</tr>
<tr>
<td>Last day for withdrawing from a course (with a “W”)</td>
<td>Friday</td>
<td>April 5</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday</td>
<td>May 13</td>
</tr>
<tr>
<td>Reading day</td>
<td>Tuesday</td>
<td>May 14</td>
</tr>
<tr>
<td>Spring term final examinations</td>
<td>Wednesday–Tuesday</td>
<td>May 15–21</td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>Wednesday</td>
<td>May 22 (tentative)</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday</td>
<td>May 27</td>
</tr>
<tr>
<td>Summer Session I</td>
<td>Tuesday–Saturday</td>
<td>May 28–July 6</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td></td>
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<tr>
<td>--------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>Thursday July 4</td>
<td></td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Monday–Saturday July 8–August 17</td>
<td></td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>Monday September 2</td>
<td></td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday September 3</td>
<td></td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>Monday September 16</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a course without a “W”</td>
<td>Monday September 23</td>
<td></td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Monday October 7</td>
<td></td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>Monday–Tuesday October 14–15</td>
<td></td>
</tr>
<tr>
<td>Last day for withdrawing from a course (with a “W”)</td>
<td>Monday November 4</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Sunday November 28–December 1</td>
<td></td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Wednesday December 11 (classes meet on a Monday schedule)</td>
<td></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday December 13</td>
<td></td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>Monday–Friday December 16–20</td>
<td></td>
</tr>
<tr>
<td>Winter recess</td>
<td>Saturday–Sunday December 21–January 5</td>
<td></td>
</tr>
</tbody>
</table>

### 2014

<table>
<thead>
<tr>
<th>Event</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Winter Session classes begin</td>
<td>Monday January 6</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (holiday)</td>
<td>Monday January 20</td>
</tr>
<tr>
<td>Winter Session classes end</td>
<td>Friday January 24</td>
</tr>
<tr>
<td>Spring term begins</td>
<td>Monday January 27</td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>Sunday February 9</td>
</tr>
<tr>
<td>Last day to drop a course without a “W”</td>
<td>Sunday February 16</td>
</tr>
<tr>
<td>Presidents’ Day (holiday)</td>
<td>Monday February 17</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Friday February 28</td>
</tr>
<tr>
<td>Spring recess</td>
<td>Monday–Sunday March 17–23</td>
</tr>
<tr>
<td>Last day for withdrawing from a course (with a “W”)</td>
<td>Friday April 4</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday May 12</td>
</tr>
<tr>
<td>Reading day</td>
<td>Tuesday May 13</td>
</tr>
<tr>
<td>Spring term final examinations</td>
<td>Wednesday–Tuesday May 14–20</td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>Wednesday May 21 (tentative)</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday May 26</td>
</tr>
<tr>
<td>Summer Session I</td>
<td>Tuesday–Saturday May 27–July 5</td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>Friday July 4</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Monday–Saturday July 7–August 16</td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>Monday September 1</td>
</tr>
</tbody>
</table>

**Additional Important Calendar Dates**

For the 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.

For registration and drop/add schedules, consult the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.
The Morse Academic Plan

The Morse Academic Plan (MAP) of the College of Arts and Science is an integrated general education curriculum in the liberal arts. The MAP is named for Samuel F. B. Morse, an early faculty member of the University. Best known as inventor of the electric telegraph, Morse taught fine arts at NYU and was an eminent painter. In his breadth of talent and high achievement as both an artist and scientist, Morse symbolizes the range of skills and interests that the MAP is designed to foster.

The MAP provides a core academic experience for undergraduates at NYU. Through a challenging array of foundational courses, the program heightens cultural awareness, hones critical reading skills, and promotes creative and logical thinking. It also gives students extensive practice writing and speaking English and proficiency in at least one other language. Rather than specifying a fixed canon of knowledge, the MAP focuses on modes and methods of humanistic and scientific inquiry. In each case, students are free to pursue particular interests by choosing among a number of courses. Students examine our contemporary culture—its origins and social structures, its modes of expression, and its inherent diversity and evolving patterns of thought. In other classes, they consider the place and importance of modern science—its quantitative and analytical foundations, its processes of reasoning, and its relationship to technology and to our views of the natural world. By helping them to broaden their perspectives, gain new pathways for intellectual inquiry, and develop the skills, background, and social awareness to thrive in dynamic circumstances, the MAP seeks to prepare students for their later studies and to equip them well for lives as thinking individuals and members of society.

The Morse Academic Plan 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 MAP curriculum affords students flexibility in a number of ways. It permits the choice of different tracks in each component, the satisfaction of some courses by examination or Advanced Placement credit (foreign language, FSI), and the substitution of departmental courses (FSI, and certain requirements 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 MAP courses by the end of sophomore year. This will leave them free in their junior and senior years to focus on their major and elective courses. Some science majors, engineering students, prehealth students, and students placed in the International Writing Workshop sequence may need to delay starting, and thus finishing, a component of the MAP for a semester or more. Students who study away may also need to delay completing their MAP 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 MAP, the faculty sought to ensure that all students would receive a broad exposure to the liberal arts early in their college careers. With this wide academic horizon, the MAP encourages students to discover new intellectual interests outside their intended areas of specialization and to pursue those interests with elective courses outside their majors in their later undergraduate years.
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 speaking and aural comprehension skills and to explore the linguistically diverse cultures of New York City. 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.

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) and consult the Study Away section of this Bulletin.

**Requirement**

To fulfill the foreign language component of the Morse Academic Plan, students must show or attain proficiency in a foreign language through the intermediate level. Ordinarily, this is accomplished by the successful completion of two years of language study in the College, through the second semester of a regular intermediate-level language sequence. Some languages are also taught 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 MAP by presenting outstanding scores on the SAT Subject Test or Advanced Placement Test in certain foreign languages, or by passing a 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 equivalencies, consult the chart in the Admission section, also in this Bulletin.

Students whose secondary schooling was in a language other than English and other than a language offered in the College, or who complete the International Writing Workshop sequence (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.

- **Intermediate Swahili II (Africana Studies)**
  SCA-UA 204
- **Intermediate Tagalog (Filipino) II (Asian/Pacific/American Studies)**
  SCA-UA 404
- **Intermediate Latin: Vergil (Classics)**
  CLASS-UA 6
- **Intermediate Greek: Homer (Classics)**
  CLASS-UA 10
- **Intermediate Chinese II (East Asian Studies)**
  EAST-UA 204
- **Intermediate Japanese II (East Asian Studies)**
  EAST-UA 250
- **Intermediate Korean II (East Asian Studies)**
  EAST-UA 257
- **Intermediate Cantonese II (East Asian Studies)**
  EAST-UA 413
Intermediate French II (French)  FREN-UA 12
Intensive Intermediate French (French)  FREN-UA 20
Intermediate German II (German)  GERM-UA 4
Intensive Intermediate German (German)  GERM-UA 20
Intermediate Hebrew II (Hebrew and Judaic Studies)  HBRJD-UA 4
Intermediate Modern Greek II (Hellenic Studies)  HEL-UA 106
Intermediate Modern Irish II (Irish)  IRISH-UA 103
Intermediate Italian II (Italian)  ITAL-UA 12
Intensive Intermediate Italian (Italian)  ITAL-UA 20
Intermediate Arabic II (Middle Eastern and Islamic Studies)  MEIS-UA 104
Intermediate Urdu II (Middle Eastern and Islamic Studies)  MEIS-UA 304
Intermediate Persian II (Middle Eastern and Islamic Studies)  MEIS-UA 404
Intermediate Hindi II (Middle Eastern and Islamic Studies)  MEIS-UA 408
Intermediate Turkish II (Middle Eastern and Islamic Studies)  MEIS-UA 504
Intermediate Portuguese II (Spanish and Portuguese Languages and Literatures)  PORT-UA 4
Intensive Intermediate Portuguese for Spanish Speakers (Spanish and Portuguese Languages and Literatures)  PORT-UA 21
Intermediate Russian II (Russian and Slavic Studies)  RUSSN-UA 4
Russian Grammar and Composition II (Russian and Slavic Studies)  RUSSN-UA 6
Intermediate Spanish II (Spanish and Portuguese Languages and Literatures)  SPAN-UA 4
Spanish for Spanish Speakers (Spanish and Portuguese Languages and Literatures)  SPAN-UA 11
Intensive Intermediate Spanish (Spanish and Portuguese Languages and Literatures)  SPAN-UA 20
Intermediate Quechua II (Spanish and Portuguese Languages and Literatures)  SPAN-UA 84

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 listings.

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, Catalan, Czech (Elementary I and II are offered in the College; intermediate-level courses are offered at Columbia), Dutch, Finnish, Georgian, Gujarati, Hausa, Hungarian, Indonesian, Kannada, Polish, Pulaar, Punjabi, Romanian, Sanskrit, Serbo-Croatian, Swahili, Swedish, Tamil, Telugu, Modern Tibetan, Ukrainian, Uzbek, Vietnamese, Wolof, 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

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

For a complete description of the curriculum, see the Expository Writing Program section of this Bulletin.
The Foundations of Contemporary Culture (FCC) sequence of the Morse Academic Plan is a series of four coordinated courses in the humanities and social sciences. Within each of the four offerings, students are free to pursue their particular interests through their choice of individual classes. Overall, the structure of the FCC ensures that every student in the College gains a common core of skills and experiences in the liberal arts.

In addition to the information on the FCC sequence provided in this Bulletin, detailed descriptions of each year’s course offerings may be found on the MAP 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 Morse Academic Plan is a series of three coordinated courses in quantitative reasoning and the natural sciences. Together, these courses ensure that every student in the College gains a fundamental understanding of how mathematics and laboratory experimentation advance scientific investigation. While some students acquire this background through course work offered in the science majors, FSI courses are especially designed to meet the needs of 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 MAP 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.

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.

Natural Science II
The complexity of the biological realm continues to fascinate and challenge modern scientists, who are currently engaged in such diverse pursuits as exploring the organization and function of the brain, reconstructing the origin of the human species, linking the multiplicity of interactions in ecosystems, and deciphering the influence of heredity on complex traits. The courses in Natural Science II take a nontraditional approach to the life sciences, with an emphasis on approaching science as a dynamic process of investigation and discovery. Each course selects a broad theme that is at the forefront of contemporary research, then uses specific questions and examples to introduce students to the methodology of scientific inquiry, the critical evaluation of results, and the mathematical tools used to quantify scientific information.
The College of Arts and Science is one of the most diverse communities anywhere—an exciting, sophisticated center in one of the most exciting 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.

As part of the College’s Honors Program, the Freshman Honors Seminars, Collegiate Seminars, and Advanced Honors Seminars 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. All first-year students are required to take either a Freshman Honors or Collegiate Seminar, while sophomores and juniors (and, if space allows, seniors) may choose to register for an Advanced Honors Seminar.

Freshman Honors Seminars
The Freshman Honors Seminars, required of all incoming students, have as their goals to put new 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, they 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 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 seminars, the focus may be on individual or group projects.

Collegiate Seminars
First-year students may elect to register for one of the Collegiate Seminars to satisfy the Freshman Honors Seminar requirement. The Collegiate Seminars are taught exclusively by distinguished senior Arts and Science faculty whose excellence as scholars and teachers has been recognized by their appointment as Collegiate Professors. These faculty not only teach these first-year courses, but also serve as their students’ mentors throughout their entire undergraduate careers at NYU. During the semester in which the seminar is offered and in subsequent semesters, the faculty work with their students to create special enrichment and reunion activities, which might include a visit with a renowned scholar; a museum, theatre, concert, or film outing; a dinner discussion on a book or poem; or just a purely social evening.

Collegiate Professors
Beckerman, Borenstein, Burbank, Carrasco, Chaudhuri, Clements, Farrar, Fernández, Foer, Gerety, Gerson, Gilligan, Kiorpes, Miller, Mincer, Schieffelin, Serrin, Waley-Cohen, Young

Advanced Honors Seminars
The Advanced Honors Seminar program extends the principles of the Freshman Honors and Collegiate Seminars to upper-level courses. These courses have as their goals 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
COLLEGE OF ARTS AND SCIENCE HONORS SEMINARS

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 the Advanced Honors Seminar toward their major or minor, if the department considers this appropriate; in other cases, the classes count simply as electives. Sophomores and juniors typically have priority in registering for Advanced Honors Seminars.

General Information

Most first-year seminars (Freshman Honors Seminars and Collegiate Seminars) are given only in the fall semester, while the upper-level offerings (Advanced Honors Seminars) are offered in the spring. The array of seminars changes from year to year. Brochures describing all the seminar offerings and their instructors appear during the academic year and are available in the CAS Advising Center (Silver Center, Room 905) as well as in the CAS Office of the Dean (Silver Center, Room 909). Students may also find the most up-to-date offerings and descriptions at http://cas.nyu.edu/page/ug.HonorsPrograms.

Below is a sampling of recent seminars in the three programs. Except where noted, the seminars do not assume any specific course or background on the student's part.

FRESHMAN HONORS SEMINARS

Computer Simulation
FRSEM-UA 207 Peskin. 4 points.
A hands-on course in which students learn how to program computers to simulate physical and biological processes. The course meets alternately in classroom and computer laboratory settings. The techniques needed to perform such simulations are taught in class and then applied in the laboratory by the students themselves, who work individually or in teams on computing projects and report on these projects to the group as a whole. Students learn how to make the computer generate graphics, movies, and sounds as needed for presentation of the results of the different simulations. Examples emphasized in class include the orbits of planets, moons, comets, and spacecraft; the spread of diseases in a population; the production of sound by musical instruments; and the electrical activity of nerves. Students may draw their projects from this list or choose other projects according to individual interests.

Language and Reality in 20th-Century Science and Literature
FRSEM-UA 210 Ulfers. 4 points.
Explores the possibility that a common ground exists between the so-called two cultures of science and the humanities. It posits the hypothesis of a correlation between postclassical science (for example, quantum theory) and postmodern literature and philosophy. Among the key notions examined are Heisenberg’s “uncertainty principle” and the “undecidability” of deconstructive theory. The discussion of these notions, and their implications in literary works, revolves around their effect on classical logic, the referential function of language, and the traditional goal of a complete explanation/description of reality. Readings include selections from the works of Borges, Kundera, Pirsig, and Pynchon, as well as from nontechnical texts on quantum and chaos theories.

The Supreme Court and the Religion Clauses: Religion and State in America
FRSEM-UA 218 Sexton. 4 points.
Should members of the Native American church be allowed to smoke peyote at religious ceremonies? Can a public high school invite a rabbi to give a benediction and convocation at graduation? Should a state legislator rely on his or her religious convictions in forming a view about the legality of capital punishment or abortion? This course divides these questions into three subject areas: religious liberty, separation of church and state, and the role of religion in public and political life. It focuses on how the Supreme Court has dealt with these areas and, more important, invites students to construct a new vision of the proper relationship among religion, state, and society in a 21st-century liberal constitutional democracy.

First Amendment Freedom of Expression
FRSEM-UA 235 Solomon. 4 points.
Conflicts over freedom of speech erupt into public debate almost every week. Congress passes a law to purge indecency from online communications. A tobacco company sues a major television network for libel. Press disclosures threaten the fair-trial rights of defendants in the Oklahoma City bombing trial. Although the First Amendment appears on its face to prohibit any governmental restrictions on speech, the Supreme Court in fact balances free and open
expression against other vital interests of society. This course begins by examining the struggle against seditious libel (the crime of criticizing government or its officials) that was not won in this country until the landmark decision in *New York Times v. Sullivan* in 1964. Students examine freedom of speech through the prism of a rich variety of contemporary conflicts, including political dissent that advocates overthrow of the government, prior restraints against publication, flag burning, obscenity and pornography, the new law that bans indecency from online services, hate speech, and inflictions of emotional distress. Students read and analyze important decisions of the U.S. Supreme Court.

**From the Rise of Christianity to Bowling Alone: A Sociological Perspective on Two Millennia**

**FRSEM-UA 282 Lehman. 4 points.**

The second decade of the new millennium has dawned with intensifying ideological cleavages in the United States and assertions that we are increasingly a nation of isolated individualists whose disregard for collective responsibilities is eroding civic virtues and democratic institutions. Our seminar’s aim is to assess these diagnoses using Amitai Etzioni’s *The New Golden Rule* as a theoretical template and relying on such analytical dimensions as autonomy versus order and freedom versus determinism. We first situate American society in the broader context of decisive moral and social transformations that have occurred in Western civilization over the last two thousand years. To that end, our seminar looks at Rodney Stark’s acclaimed *The Rise of Christianity*, which focuses on formative developments during the first four centuries of the first millennium of the common era, and Max Weber’s classic, *The Protestant Ethic and the Spirit of Capitalism*. We then examine social-scientific analyses of the contemporary American situation, with the help of such books as *Habits of the Heart* by Robert Bellah and his colleagues. Our final readings are Robert Putnam’s controversial *Bowling Alone*, which remains the most publicized critique of contemporary American civic life, and Claude S. Fischer’s recent *Made in America*, which paints a much more upbeat picture of what is happening around us.

**The Crusades and Their Legacy**

**FRSEM-UA 296 Cluster. 4 points.**

In the history of the interactions among Christianity, Islam, and Judaism, the Crusades, which began at the end of the 11th century, form one of the most important chapters, if not the most important chapter. The Crusades began as religious wars to recover the holy places venerated by Christians in the city of Jerusalem. For 200 years, the Crusaders managed to hold on to their possessions, losing more of them with every passing decade, until at last the Muslims triumphed and the kingdom in the East was lost to Western Christendom. This seminar covers the Crusades themselves, but focuses on the relations among the three great religions and how it came about that they all claim Jerusalem for their own. We study the differences among the religions, as well as their many similarities. Most of all, we address some of the problems crucial to an understanding of the world we live in: the nature of a holy war, the issue of whether the Crusades were the first manifestation of European imperialism in the Middle East, and the legacy of the crusading era. Readings include Muslim, Jewish, and Christian writings of the era in translation, as well as secondary works.

**Latin America at the Start of the 21st Century: Coming of Age or Continuing Chaos?**

**FRSEM-UA 306 Castaneda. 4 points.**

Focuses on several aspects of Latin America’s problems in the past and their possible solutions today. The seminar takes up such topics as the absence of orderly, peaceful, and steady democratic rule during the first 160 or 170 years of independence from colonial rule and the consolidation of representative democracy today; the absence of economic growth during the last 20 years and the possibility of a new economic takeoff today; the widespread persistence of violence in Latin America and the growing respect for human rights today; and the weakness of civil society in Latin America in the past and the growing strength and vigor of civil society today. For each topic, readings deal with its political, economic, and cultural dimensions in both past and present.

**Documentary Theatre**

**FRSEM-UA 351 Martin. 4 points.**

Explores the subject matter, history, and theoretical discourses surrounding the global occurrence of contemporary theatre of the real, also popularly known as documentary theatre. By analyzing the content, structure, and dramatic devices of a number of plays, we will look at the problems and possibilities of the ways in which theatre that cites reality portrays a range of human behavior from everyday life to important political events in the attempt to create and recreate personal, political, and historical realities. Documentary theatre both acknowledges a positivist faith in empirical reality and underscores an epistemological crisis in knowing truth. We read
plays about the Israeli-Palestinian conflict, terrorism, the Holocaust, racial clashes, the deposition of Cardinal Law, Oscar Wilde, the murder of Matthew Shepard, Lebanese suicide bombers, the open murder of demonstrators in Greensboro, the cover-up of industrial accidents in Poland, honor killings in Holland, and accompanying theoretical essays, as well as look at some performances on video. The questions we will consider include: Can theatre effectively critique social and moral values? What are the implications of the blurring of art and life? Are fiction and nonfiction adequate terms for considering the idea of truth? How might we consider theatre of the real from the vantage point of the contemporary collapse of the distinction between the real, the simulated, and the virtual?

**Literary Theory and Its Applications**

**FRSEM-UA 355 Maynard. 4 points.**

Students in this seminar read a selection of essays from major thinkers about literature, mainly from the latter half of the 20th century, to learn to consider different approaches to literature. They complete the course by preparing a discussion of a work of literature using one or more of the conceptual approaches they have studied. Emphasis is placed on learning how to analyze theoretical problems and improvise in applying them to new situations. Recommended for students interested in any area of the humanities.

**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. An escape from a stifling small town of narrow-minded people—or a riot of alcohol, sex, and drugs. In this course, we read a selection of college novels from different historical periods, ranging from F. Scott Fitzgerald’s *This Side of Paradise* (about life at Princeton just before World War I) to Tom Wolfe’s recent bestseller *I Am Charlotte Simmons* (about the corruption of a brilliant and innocent country girl at a contemporary Ivy university). We discuss these novels from a variety of perspectives: literary, historical, and journalistic. In addition to presenting biographical and historical/cultural reports on at least two of the authors and their novels, students write about their own experiences as first-year students at NYU in several genres, including fiction and nonfiction. Together, we explore this important life passage, examining life as we live it.

**Lethal Passions: Medea and Her Legacies**

**FRSEM-UA 377 Theodoratou. 4 points.**

The mythic figure of Medea has held our imagination for nearly 2,500 years. What kind of woman is capable of casting such an enduring spell? Best known as the partner of Jason and the murderer of her own children, Medea has been the name of an exploration into the passion and violence, the devastation and vengeance, the complex relations and modes of betrayal that so often punctuate our everyday existence. She has demanded that we think about the relations between the sexes, the meaning of home and exile, the experience of the foreigner, the ethical and moral dimensions of agency and decisions, and the meaning of motherhood. Because these issues have remained vital, her popularity has outlived the ancient Greek texts in which she was born and has found new expressions in various forms—including tragic drama, poetry, novels, painting, cinema, and music. This course seeks to understand the reasons for her longevity in the rich complexity of her character and actions and to explore the ways in which her story has been revised and recontextualized across the ages for new and different ends. We will consider a range of texts from antiquity to the present to think about how they understand the tensions, contradictions, and conflicting desires embodied and enacted in this mesmerizing figure.

**Computational Thought**

**FRSEM-UA 385 Prerequisite: AP calculus, discrete mathematics, or some programming experience. Shasha. 4 points.**

Computational technology and methods lie at the core of modern science, commerce, entertainment, and, regrettably, war. Very powerful ideas underlie the field, with roots in mathematics, linguistics, engineering, and even philosophy. Some of its greatest inventions were born in cafés or as responses to a puzzle. Some recent algorithmic methods come from studying ants and evolution. This course introduces computational thinking as it builds on logic, linguistics, heuristics, artificial intelligence, and biological computing. The learning style combines straight lecture, interactive discussions of puzzles and games, and short computer programs (in the programming language Python). Students make a few presentations during the semester about topics such as the solutions to computationally motivated puzzles, the relative power of linguistic descriptions, and their very own simulations of a Rogerian psychiatrist. The goal is for students to learn to think about computation from multiple perspectives and to synthesize those perspectives when faced with unsolved challenges.
Comfort and Suffering
FRSEM-UA 393 Fulmer. 4 points.
The purpose of this seminar is to explore the nature of comfort and suffering as a human experience. We examine related readings through the lens of the health care system paradigm and use case studies to explore the wellness-illness continuum of human experiences. Students become familiar with conceptual frameworks used by nurses, physicians, and social workers as they assist patients through the illness experience, which is continually balanced between comfort and suffering. Our discussions on the nature of comfort and suffering focus on writings from the Bible, which are contrasted with contemporary editorials and publications, in order to examine historical changes in the way individuals think about these important dimensions of the human experience. Scientific advances create heretofore unimaginable opportunities, choices, and dilemmas for all of us as we seek to discern how to cope with disease, human suffering, and the psychological consequences that are inevitable when illness and care needs create complexity in our lives. We debate the notion of “self-care,” now very popular in the health care literature, and contrast it with the concept of “patient abandonment.”

Thirteen Masterworks of 20th-Century Classical Music
FRSEM-UA 397 Boorman. 4 points.
The last hundred years have seen radical changes in classical music, not only in the sound world but also in aesthetic and technique—ranging from the breakdown of tonality and the use of electronic and computer resources in performance to questions of the relationship of composer and performer, of the place of noise, and even of what music is or could be. This course presents outstanding works by a range of composers (among them, Stravinsky, Carter, and Messiaen) both because of their importance and as illustrations of ideas about music. Each composition is explored for itself and also as a stimulus to discussion about one or more of these issues. Each composition is one that has stood the test of time and been hailed as a major work—and those criteria also need discussion. The course involves considerable listening alongside readings. It requires a willingness to reassess conventional views about music and to accept unconventional solutions.

Alexis de Tocqueville
FRSEM-UA 398 Berman. 4 points.
Alexis de Tocqueville published Democracy in America in two volumes, in 1835 and 1840. Those volumes have come to be widely regarded as a masterpiece twice over, the most incisive portrait of the American national character ever written, and a profound reflection on the meaning of democracy itself. Democracy in America is also a beautiful work of literature. This seminar studies Democracy in America in depth. It looks at some of Tocqueville’s writings on his own country, France, and glances briefly at his predecessor and kinsman, René de Chateaubriand, who visited America in the 1790s. By reading and discussing Tocqueville and Chateaubriand, students sharpen their ability to think philosophically about democracy, America, France, and other themes and increase their ability to recognize and appreciate the art of good writing.

The Meanings of Photography
FRSEM-UA 400 Baer. 4 points.
We live in an illustrated world, and photographs have come to determine political, personal, and even the most private of decisions. Who is guilty and who is exonerated? Who gets elected and who loses the vote? Whom do you like, will you get to know, or want to be with? Whom you remember and whom will you forget depend on how someone or something has been presented in a photograph. To navigate this maze of images takes special skills. Nowhere more powerfully than in photographs have the lines between reality and fiction, truth and lie, been blurred. There is great danger in this development and immense potential to free ourselves from existing constraints, too. This interdisciplinary seminar explores how photographic images create meaning and how they help us make the worlds we live in. Particular attention is paid to the way photography marks the often invisible difference between someone’s private world and the world at large. We read major theoretical texts on photography, watch films where photographs play a decisive role, and look at a wide range of photographs from the inception of the medium to the current moment to test theories of photography against the medium’s uncanny and unrivaled power to evoke the real. Be prepared to look closely and to think hard. Readings include texts by Siegfried Kracauer, Walter Benjamin, Vladimir Rodchenko, André Bazin, Roland Barthes, Susan Sontag, Geoffrey Batchen, Allan Sekula, Vilém Flusser, and Mario Vargas Llosa, as well as images by a plethora of artists, professionals, and amateurs from around the globe.

Guitar Heroes (and Heroines): Music, Video Games, and the Nature of Human Cognition
FRSEM-UA 427 Marcus. 4 points.
A look at music and video games from the perspective of cognitive and evolutionary psychology. Among the questions we consider: Why are human beings so passionate about music and so easily sucked in by video games? Is our love of music the product of natural selection? Can science tell us anything about what works in music and what doesn’t? What is the relationship between music and language? Is there a “universal grammar” for music? Will machines ever be able to create satisfying works of music? The primary focus is on the psychology of music, with video games serving as counterpoint. Readings are drawn from a broad range of disciplines, including psychology, linguistics, evolutionary biology, artificial intelligence, and neuroscience. Written assignments include weekly reaction papers and a final paper proposing a novel experiment.

**COLLEGIATE SEMINARS**

**The Cultural Nature of Language**  
COSEM-UA 101  
Schieffelin. 4 points.  
From accents and pronouns to swearing and spelling, how one uses language is never value-free. We examine language use as a social practice and analyze how speakers and their language(s) are evaluated and regulated across a range of contexts and cultures. Starting with how children learn to talk, or don’t (for example, feral children), we examine speech and silence across a range of societies. We also look at popular attitudes toward language and the practices by which people regulate its use in the media (for example, political correctness), in legal and educational institutions (such as “English only”), and in multilingual cities (such as Barcelona and Montreal) to understand how ideas about language are often recruited to non-linguistic concerns, such as who should be included or excluded. In thinking about the cultural nature of language in this way, we critically explore issues of identity and authority.

**Terrorism, Nihilism, and Modernity**  
COSEM-UA 102  
Gilligan. 4 points.  
The past century has witnessed violence the character and scale of which are so unique and unprecedented that we have had to create a new vocabulary to describe it (genocide, terrorism) and the ideologies that underlie it (totalitarianism, fundamentalism). To understand modern violence, we examine the origin of the modern mind in the 17th century, when science, based on universal doubt, ended the Age of Faith, and the traditional sources of moral, legal, and political authority lost credibility. Nietzsche called this the “death of God” (and the Devil); it could also be called the death of Good and Evil, leading to another set of new words (nihilism, agnosticism, anomie, anarchy). We study the origins and implications of these developments by reading Shakespeare and John Donne, Nietzsche and Dostoyevsky, Beckett and Wittgenstein, Simone Weil and Hannah Arendt, as well as modern mass murderers from Hitler to bin Laden. Finally, we ask whether modern human sciences can help us understand how to reverse or at least limit this escalation of violence.

**In Search of Lost Time**  
COSEM-UA 104  
Clements. 4 points.  
We read Proust (in translation) as he should be read: hedonistically—with respect and admiration but also with delection. A prodigious novel, 4,500 pages long, *In Search of Lost Time* addresses literature’s richest theme: desire—its remembrance, transformation, perversion, defeat, and final resurgence in the form of art. More than 100 years old, often said to be the first modern novel, it remains a dazzling portrait of the French *beau monde* and, even more, of the power and elegance of its author’s sensibility. It is still unparalleled in how it combines self-examination with social history, extraordinary psychological acuity with the study of glamour and decadence, and how it merges an audacious explosion of form with explorations of memory, attachment, deception, lust, jealousy, ambition, disappointment, and ennui. It is also one of the most pleasurable and elating reads. Although Marcel Proust (1871–1922) is usually assumed to be France’s greatest novelist, his prose is so layered and brilliant that, unfortunately, many readers begin at the beginning and never move past the first 50 pages, reading the same gorgeous sentences again and again. While *In Search of Lost Time’s* prose style (playing on association, evocation, magnification, punning, rhythm) may have been its most radical contribution to the art of the novel, it cannot be understood until it has been read once in its entirety. In this seminar, we keep moving at a brisk pace through the work, merely glancing at its riches on our way, until we arrive at the uniquely euphoric experience of reading the final volume, *Time Regained*.  
Required reading: an average of 350 pages per week.
American Wars, Past and Present: Vietnam, Iraq (I and II), Afghanistan
COSEM-UA 106  Young. 4 points.
Considers the last two major wars of the 20th century and the first two of the 21st century. The seminar begins with the history, memory, and subsequent political uses of the Vietnam War. We then move on to examine the Gulf War I (Operation Desert Storm), which was shaped by the way the administration of President George H. W. Bush understood the Vietnam War. The subsequent war in Iraq (Operation Iraqi Freedom) can be understood in part in terms of what some policymakers believed to be the unfinished business of Gulf War I. Yet it too was fought in the shadow of Vietnam analogies. Finally, the war in Afghanistan, launched in response to 9/11, in terms of tactics and goals, has been shaped by all three of the preceding wars. We examine these wars through primary documents and secondary sources, as well as the abundance of documentary and fiction film in which they have all been represented. The overarching concern of the seminar is the ongoing haunting of American politics—military and civilian—by a war fought over three decades ago. There are two connected questions: Can history teach? What does it teach?

Zooësis: Animal Acts for Changing Times
COSEM-UA 107  Chaudhuri. 4 points.
The emerging field of animal studies has already generated neologisms in various disciplines: “anthrozooology” (culture studies), “zoopolis” (urban social theory), and “zoontology” (philosophy). To these the fields of literature and performance studies propose an addition, “zooësis,” to refer to the history of animal representation that stretches, in the Western literary tradition, from Aristophanes’ *The Frog* to Albee’s *The Goat*; in the Western dramatic tradition, from *Aesop’s Fables* to Will Self’s *Great Ape*; in film, from Muybridge’s “zoogyroscope” to Herzog’s *Grizzly Man*; in popular culture, from Mickey Mouse to Animal Planet; and in popular performance, from gladiatorial contests to Siegfried and Roy. To speak of zooësis is also to acknowledge the manifold performances engendered by cultural animal practices such as dog shows, keeping pets, equitation, rodeo, bullfighting, animal sacrifice, scientific experimentation, taxidermy, hunting, wearing fur, eating meat—each with its own archive and repertory, its own performers and spectators. We study recent films, novels, plays, and cultural events that reveal how our interaction with animals shapes our understanding of the human, our approach to the “Other” (including the racial and ethnic “Other”), and our attitude toward the world.

Matter, Dark Matter, and Dark Energy
COSEM-UA 108  Farrar. 4 points.
The past several decades have seen tremendous advances in observational cosmology. As a result, we understand in remarkable detail many aspects of the evolution and contents of the universe. This course focuses on three of the most puzzling facts about the universe: Why was there a slight excess of matter over antimatter after the Big Bang? (Otherwise, after matter-antimatter annihilation was complete, no matter would have been left.) What is dark matter? (Although on average in the universe it is five times more abundant than normal matter, we know that it is something not found on earth or, so far, observed in our laboratories.) What is so-called “dark energy”? (The expansion rate of the universe is actually accelerating, rather than slowing down as was expected, a finding attributed to this new component of the universe.) Students enrolling in the seminar should have taken AP Physics, be enrolled in Physics I (PHYS-UA 91), or have permission of the instructor.

How We See
COSEM-UA 109  Carrasco. 4 points.
Do we see the world the way we do because we are the way we are or because the world is the way it is? The ease with which we comprehend the visual world and recognize objects and events makes it tempting to think that the world is just the way we see it and to take our perceptual capabilities for granted. But when we comprehend that we cannot process all the information available in the environment, when we try to build machines that can see, or when we encounter people who have lost some specific visual capability—for example, those who can no longer recognize faces—we realize how extraordinary and intricate are the machinery and mechanisms of sight. This course looks at what we know about vision from multiple scientific perspectives. Perceptual psychology tells us about the process of seeing and provides important insights into the workings of visual mechanisms; neuropsychology shows us what happens to perception when these mechanisms malfunction; and neuroscience tells us about processes at the level of cells and neural systems. At the same time, we discuss modes and techniques of scientific inquiry from these different perspectives. How do vision scientists learn? What kinds of experiments do they conduct? How has
the development of new neuroimaging techniques (fMRI, for example) shaped the field?

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

COSEM-UA 111  **Mincer. 4 points.**

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

**Finding New York City**

COSEM-UA 114  **Serrin. 4 points.**

In this seminar, students explore, read, and write about—and develop a deep understanding of—New York City from diverse perspectives and by means of various media. We venture into different neighborhoods, ethnic areas, all five boroughs, out on the Hudson and East rivers, restaurants, parks, and the like. We examine New York history and how the city has changed over the decades, writing several pieces on what we see and read and what people tell us. In the end, all should have an understanding of how New York City began, how it has changed over time, what remains from the old days, what new things are happening, and what the future might be. This is, in short, a course in urban America that takes New York City as its laboratory. The seminar turns to reading the splendid books or sections from the splendid books that deal with important aspects of the history and life of New York City, among them The Island at the Center of the World; Divided Loyalties; Forgotten Patriots; The Devil’s Own Work: The Civil War Draft Riots and the Fight to Reconstruct America; Five Points; Positively 4th Street; and A Freewheelin’ Time: A Memoir of Greenwich Village in the Sixties. It also considers how the image of New York City in the movies has changed over the decades, drawing in part on the book Celluloid Skyline. In addition, it uses parts of the Ken Burns’s PBS documentary series New York City.

**Russia’s Multicultural Empire**

COSEM-UA 116  **Burbank. 4 points.**

From the 16th century to the present, "Russia" has been an empire—a state that spread its power over different peoples, with different religious commitments, different laws and customs, and different histories. This seminar explores the qualities of Russia’s kind of empire. What held the vast territories and populations, ruled by tsars and later by communists, together? Why has Russia not disintegrated or been torn apart by multiple wars among its many ethnic groups since 1991? (Chechnya is an exception to the quite peaceful breakup of the USSR into 15 states, all of them multietnic.) We take a historical look at these questions, examining both how Russian leaders ruled their many populations and how people living on the terrain of a succession of Russian empires—the Grand Princedom of Muscovy, imperial Russia, the Soviet Union, and the Russian Federation—have imagined their relations with each other and with these states. Our sources include historians’ studies, literature, and documents of many types: games, maps, laws, and films. Each student has the chance to investigate a particular imperial situation, and we work together to understand the origins, habits, and effects of Russia’s empires of difference.

**Impossible Writing**

COSEM-UA 118  **Foer. 4 points.**

As with any art, literature’s form determines what is possible. In this course, we challenge the boundaries of the form through a series of “impossible” exercises—that is, pieces of writing that are asked to do what writing cannot do. For example, one assignment challenges literature’s unique portability by generating “site-specific” stories around campus. Another assignment focuses on the lack of explicit tonality and atmosphere in writing by generating oral stories. In our discussions about the work produced, we explore the ways that these radical techniques can be brought into more traditional writing. The course focuses on the production of work, and students are expected to produce a piece of writing every week, usually between two paragraphs and four pages.

**Facing Fascism: The Spanish Civil War and U.S. Culture**

COSEM-UA 119  **Fernández. 4 points**

The Great Depression. Liberal democracy in crisis. On the rise: a spectrum of ideologies ranging from anarchism to fascism, offering solutions to the
afflictions of people all over the planet. July 1936: a right-wing military coup attempts to overthrow a democratically elected left-wing coalition government. All eyes turn toward Spain. This seminar is centered on 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; how journalists, writers, artists, and citizens reacted to the war in Spain; and how the legacy of the war has affected U.S. culture over the last 70 years. Each student completes a major research project based on the holdings of ALBA.

**Utopia and Apocalypse**

**COSEM-UA 120 Borenstein. 4 points.**

The utopian impulse is the drive to create the perfect world; the apocalypse is the global cataclysm that is often considered utopia’s prerequisite. In this seminar, we examine the development of the utopian tradition, as both literary genre and philosophical thought experiment. Among the questions to be considered: What is the relationship between utopia and the novel? How do we get from “here” (the imperfect world) to “there” (the perfect one), and how is this journey enacted in fiction? Why are the family, gender, and sexuality so central to the utopian tradition? What is the utopian conception of pleasure? Utopia is often seen as the culmination of historical progress, the goal toward which humanity has been striving. Later utopian (and anti-utopian) fictions often place their “perfect” societies in a post-apocalyptic framework, adding particular moral and temporal dimensions to utopia: not only does utopia become the endpoint of history, but the perfection of the coming world can be invoked to justify the cataclysm that precedes it. Course materials consist of fiction, scripture, philosophy, film, and graphic novels, including the works of Bacon, Campanella, Dostoevsky, LeGuin, Marx and Engels, More, Moore and Gibbons, and Plato.

**Moral Dilemmas of Work and Care in the 21st Century**

**COSEM-UA 121 Gerson. 4 points.**

Modern societies have long sought to reconcile the conflict between self-development and caring for others by dividing women and men into different moral categories. Structural arrangements (such as the separation of home and work) and cultural pressures (such as the norms of intensive motherhood and good-providing fatherhood) expect women to find personal fulfillment in caring for others and men to care for others by sharing the rewards of their independent pursuits. Yet the rise of fluid families and post-industrial workplaces has severely undermined this gender division of “moral labor.” As women take on increasing economic responsibilities and men face a dwindling pool of stable jobs, rigid moral categories have given way to new moral dilemmas. In crafting an identity, how do women and men balance work commitments with a personal life? In forming adult relationships, how do they weigh the need for autonomy with the desire for enduring commitment? In caring for children, how do they trade off earning a living with family time? This course examines the link between blurring gender boundaries and the rise of new moral dilemmas of work and care. We examine the institutional roots of these dilemmas, explore the new strategies people are developing to resolve them, and consider the social and political consequences of these revolutionary shifts.

**Exploring the Mysteries of Behavior**

**COSEM-UA 122 Kiorpes. 4 points.**

Did you ever wonder how whales navigate flawlessly over thousands of miles? Why songbirds sing? This course provides an in-depth look at a variety of organisms that have evolved particular, special behavioral adaptations as solutions to environmental challenges. Each neural system to be studied highlights a unique combination of behavioral skill and environmental problem to be solved. For example, echolocation in bats is a navigation device and an adaptive hunting system that allows them to successfully hunt on the wing; infrared sensing in snakes is an effective prey localization and defense mechanism, enhancing their survival in the absence of limbs. Students learn basic principles of sensory, motor, and cognitive neuroscience and study the mechanisms underlying the natural behavior of organisms. Students independently identify unique, species-specific behavioral adaptations and explore the neural mechanisms related to those adaptations. The resulting investigation forms the basis for a term paper and an oral presentation to the class. A high degree of student participation is expected. A textbook as well as primary research articles will comprise the readings. Students should have a strong background in biology, animal behavior, or psychology.

**The Mysteries of Paris: Detective Fiction in France**

**COSEM-UA 125 Miller. 4 points.**

While critics debate the origins of detective fiction,
no one questions the central place this literary genre holds in contemporary arts production—not only in novels but also in television, computer games, and film. In France alone, detective (or mystery) fiction accounts for 20 percent of all novels purchased during the year. The French, in fact, have infused the genre in very particular ways: For example, thanks to the fascination of the great 19th-century writers Balzac and Hugo with the real-life police detective Vidocq, the “ambiguous and obsessed” fictional investigator has become a staple of both French and American detective fiction. The Franco-American connection also inspired author Edgar Allan Poe to situate his mysteries on Paris’s Rue Morgue. In turn, his stories prompted a major output of detective fiction during France’s Second Empire, many located in the “City of Lights.” From Gaston Leroux’s and Eugène Sue’s urban thrillers of the late 19th century to Daniel Pennac’s hilarious multi-cultural adventures in Belleville, the hippest neighborhood of the 21st century, Paris has thus become a site to be decoded and observed, the crucible for questions basic to detective fiction the world over: Why do people commit crimes? What are the consequences for the individual and for society? What is the nature of evil? And what kind of human being dedicates himself or herself to finding out the answers? In this seminar, we analyze what constitutes a detective or mystery novel (and discuss the potential differences between “detective” and “mystery”), trace the development of the genre in France, and examine why it is that reading such works is so compelling. We focus primarily on novels in which Paris plays a major role, studying how the city has been used to give shape to the underlying questions of the novel. We see, perhaps unsurprisingly, that French-language detective fiction has been as involved in imagining a mysterious Paris as in solving Paris’s mysteries.

**Consuming China, Past and Present**

COSEM-UA 127  Waley-Cohen. 4 points.

Material culture and consumption in China from imperial times to the present. This course explores some of the ways in which commerce and consumerism have flourished in China despite various potentially countervailing factors, including Confucians’ presumed aversion to trade, Buddhist and Daoist renunciations of material things, wartime deprivations under the Republic, rising egalitarianism, and Communist Party denunciations of bourgeois ideals of consumption. We will investigate such aspects as clothing and cosmetics; houses and gardens; art collecting and connoisseurship; books and publishing; food and narcotics; opera and theatre. While illuminating Chinese social and cultural life, including aspects of continuity or change over several centuries, the course also introduces students to theoretical concepts about modernity’s relationship to the world of goods and consumption, and considers whether and to what extent those concepts, formulated in a largely western context, may or may not be applicable to China.

**Understanding 9/11**

COSEM-UA 128  Gerety. 4 points.

Examines the 9/11 attacks from an interdisciplinary perspective, seeking to reach a better understanding of the attack itself, the motivations and backgrounds of the attackers, the failures in the U.S. intelligence community’s defenses—and above all, the nature and scope of America’s response, at home and abroad. We read studies of terrorism and counter-terrorism, including moral and legal arguments about torture, detention, and targeted killings. We visit various sites in New York City and meet with people with direct experience of the attack and its aftermath, including representatives of both the police and the immigrant communities who have suffered profiling and mistrust from the suspicions aroused by the attack. Looking toward the future, we examine local, national, and international strategies to prevent such attacks and to halt the radicalization that brings fresh recruits to terrorist movements.
of this course is to force students to confront and grapple with some of the most sophisticated and profound human expressions of disbelief. Authors read may include Cicero, Hume, Holbach, Paine, Shelley, Dostoevsky, Nietzsche, Woolf, and Freud.

**Varieties of Religious Experience Revisited**

AHSEM-UA 144  Gilligan. 4 points.

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

**The 14th Century—When Europe Was Transformed**

AHSEM-UA 147  Cluster. 4 points.

The century covered in this course saw disasters of many kinds, some all too familiar to us in the 21st century. It was the century of the Black Death and the decimation of the population on an enormous and unprecedented scale; a time of an economic recession that changed the pattern of prosperity that had existed in the preceding two centuries; a time when the papacy and the Roman Church were faced with the rise of heresy and challenges to religious authority; a time of wars and of rebellions. Yet, in the same era, there was a march forward—toward new ideas, new political forms, vernacular languages, a reawakening that brought changes of immense consequence for all of Europe and for our own culture. Through the darkest periods, the great and beautiful changes that are the beginnings of the Italian Renaissance emerged. This was the age of Petrarch and Boccaccio, among many others, and the great Italian painters and writers who transformed the nature and conception of literature and art and who informed our own worldview. Overall, we study a century that many historians have understood as the most creative and the most terrible of all the centuries until the 20th century.

**The Making of an Iconic Image**

AHSEM-UA 148  Cross-listed with Photography and Imaging of the Tisch School of the Arts as PHTI-UT 1120. Willis. 4 points.

Iconic images are pictures that become rooted in our personal memory and are stored away for future reference through our experiences with them. Often, the power of an iconic image extends beyond the meaning of its original purpose and takes on another form socially and historically. This seminar explores the range of ideas and methods used by photographers, artists, historians, filmmakers, and critical thinkers in addressing the notion of iconic images within photography, video, and film. It combines historical, contemporary, and theoretical approaches to identity politics and visual culture, and addresses how images are constructed through art, media, advertising, political campaigns, war and disaster, beauty, and popular culture. Class discussions highlight the trends and transformations that have characterized the evolution of the iconic image. Using a series of case studies, we explore the construction of beauty and style, gendered images, race, and pop culture. We also consider issues of representation, display, and reception, as well as the wider social context in which art, music, and culture are experienced in private and public spaces. In addition to classes held on campus, field trips are taken to archives, museums, and galleries. Each week, students discuss a photograph of their own choice.

**Reading The Dream of the Red Chamber**

AHSEM-UA 149  Wang. 4 points.

*The Dream of the Red Chamber* is an epic literary classic produced by Cao Xueqin in the middle of the 18th century. Following the traditional form of Chinese fiction, known as “the chaptered novel,” it covers a vast terrain of Chinese culture and social life and is widely regarded as the culmination of the vernacular novel of imperial China and a synthesis of Chinese aesthetic and philosophical traditions. With the tragic love story between two teenage members of an aristocratic clan in southern China at its dramatic center, the novel intimately explores...
the questions concerning what is eternal and what is ephemeral; love and affection, or “qing,” as the heart of being that both animates and destroys life; the nature of individual talent and its fragility; the excesses and decadence of the privileged; as well as the growing, if hidden, social and class tensions. Its manifold structure and intricate plot development, coupled with its dazzling array of memorable characters, make this novel the most complex and colorful of all times. Both reading and discussions are conducted in English.

Transdisciplinary Investigations Across Multiple Evolutionary Scales
AHSEM-UA 154  Volk. 4 points.
This TIMES seminar considers the most basic patterns across the realms of nature and mind and searches for common functional principles that create those patterns. The guiding context is the fact that evolution is a form-generating process. In a general sense, evolution occurs on multiple scales: biological (Darwinian evolution), cultural (invention and social selection), and cognition (learning and creativity). All these scales possess unique but also similar subprocesses of replication, variation, and selection. Therefore, where the functional advantages of certain solutions are the same to the challenges of existence across the realms, we should expect to find common patterns as those solutions. (See the instructor’s book and papers on “metapatterns” for more.) Students find this an exciting area of inquiry and enlarge their intellectual horizons as they engage in research that becomes more self-chosen during the course. Students from all disciplines are encouraged to enroll.

Reconstructing World Violence: A Hobbesian Approach
AHSEM-UA 156  Klein. 4 points.
Humans are as violent as any creature, but we have something in abundance that others may lack: the ability to sustain and glorify our violence by justifying it. After attempting to develop coherent accounts of this phenomenon, students consider ways in which pacifist systems of thought have interacted with violent systems of justification, often but not always with genocidal results. It was in the midst of such a violent crisis that Hobbes initiated what remains an undeveloped approach. If one can extrapolate from Hobbes’s nationalist agenda and redirect his approach in a democratic way, one can arrive (as many have) at the following claim: Only when globally sovereign conflict-resolving institutions are fully authorized will any subordinate system justifying violence lose its force and coherence, except in the case of violent revolutionary movements that challenge the global authority itself. Partly by examining various fledgling attempts to operate aspects of a future sovereign system, we ask of this claim not so much whether it is practical as whether we resist its implications or suspect its grounding.

Edmund Wilson and the Art of Cultural Criticism
AHSEM-UA 165  Cross-listed with Journalism as JOUR-UA 401. Berman. 4 points.
Edmund Wilson (1895–1972) was the greatest cultural critic that America has ever produced—or so a good many cultural critics of our own time have come to believe. Wilson belonged to a circle of writers from the First World War generation that included John Dos Passos, F. Scott Fitzgerald, and Edna St. Vincent Millay. He wrote novels, poetry, plays, and diaries. But mostly he wrote book reviews and essays on literary, political, and historical topics, which ran in the New Republic, the New Yorker, the New York Review of Books and other magazines. Reading a substantial sampling of Wilson’s work, we will examine a series of large topics, including the cultural atmosphere of Greenwich Village early in the 20th century; the rise of literary modernism; the influence of Marxism; the literature of the Civil War; and various traditions of American thought and literature over the centuries. We will pay close attention to Wilson’s style of journalistic writing: his emphases on clarity, on conversational ease, and on emotional forcefulness. Students will be asked to apply Wilson’s principles of writing to their own compositions—an extremely useful thing to do for any student who seeks to become a better writer.

Civil Rights and Civil Liberties in 20th-Century America
AHSEM-UA 168  Cross-listed with History as HIST-UA 664. Please note that this course does not satisfy the advanced research seminar requirement for the history major. Nash. 4 points.
Conflicts over racial equality, freedom of speech, and equal protection under the law that were guaranteed in the Constitution have been contested terrain throughout U.S. history. These struggles sharpened in the 20th century as African Americans fought to end racial segregation, women sought equal rights, business interests resisted labor militancy, while federal and state governments suppressed radicals and other dissenters. This seminar examines the
legal struggles and the social movements that took place as Americans fought for civil rights and civil liberties during periods of war, industrial unrest, and social change. It explores these stories by analyzing legal history through the lenses of political, social, and cultural history. This is an interdisciplinary course. Students study novels, poems, and oral memoirs; view films; and read historical monographs that speak to this big and important subject. The Tamiment Library, one of the most important repositories in the United States documenting the history of radical politics, civil rights, and civil liberties, is our laboratory. Students work with archives and other special collections on a weekly basis, learning how to use and evaluate these primary sources, interpret evidence, make analytical arguments, and develop research questions.

**Commitment and Escape**

AHSEM-UA 171 *Cross-listed with Comparative Literature as COLIT-UA 181. Bishop. 4 points.*

The seventy-or-so years this seminar examines were among the most turbulent in the history of the world. They start with the butchery of World War II, the Shoah, and atomic devastation, and end with the often violent birth of new nations through the decolonization of African and Asian lands. But they were also years of reconstruction and modernization, leading to booming economies and social improvement. The rise of Arab nationalism and Islamic fundamentalism and the emergence of China as the colossus of the 21st century were among the signposts of a changing world in which peoples demanded—and won—their freedom. Perhaps most revolutionary, women at last attained freedom and equality in many parts of the globe. Many writers and thinkers felt such concern for the world around them that they were inevitably drawn to dealing with contemporary issues. Others focused on broader, more philosophic approaches to the existential problems of man in this world; others still sought escape from commitment in artistic paths, removed from social and political considerations.

By working with texts—novels, essays, short stories, plays, and films—that reflect artists’ and intellectuals’ reactions to their times, we will explore and analyze many of the leading creative voices of these turbulent years, including, but not limited to: Arthur Miller, Albert Camus, Assia Djebar, Samuel Beckett, Eugène Ionesco, Betty Friedan, and James Baldwin. The keynote to the seminar will come from Jean-Paul Sartre’s *What Is Literature?*

**The Spanish Inquisition**

AHSEM-UA 173 *Cross-listed with Spanish as SPAN-UA 952. Black. 4 points.*

In contemporary media and in the wake of 9/11, the Spanish Inquisition has been used as shorthand to denote intolerance, persecution, fanaticism, and a disposition to cruelty in the pursuit of “truth.” While some elements of this reputation are well-earned, the history of the Inquisition is far more complex and interesting. We begin the semester with the heated question of the origins of the Inquisition and its key role in nation building, in order to then turn to the Inquisition’s internal organization and standard practices. From there, we consider the various targets of inquisitorial suspicion or persecution from the late 15th through late 17th centuries: Judaism and crypto-Judaism (the conversos), Protestantism, prohibited books, mystics and Illuminati, witches, Islam and crypto-Islam (the moriscos), and those accused of sexual or religious misconduct (blasphemy, bigamy, and sodomy). We close the semester considering what finally brought about the definitive abolition of the Inquisition in 1834. We will read transcripts from Inquisitorial trials, edicts and proclamations, historical chronicles, novels, plays, autobiographies, an Inquisitor’s manual with instructions for torture, a witch-hunting treatise, and devotional literature. We also will examine more contemporary reflections: Dostoevsky’s 1880 *The Brothers Karamazov*, Monty Python’s 1970 “Nobody expects the Spanish Inquisition” skit, and the film adaptation of J. K. Rowling’s 2003 *Harry Potter and the Order of the Phoenix.*
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.

**Director of Africana Studies**

Associate Professor Blake

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**FACULTY**

**Professors** Dash, Flores, Morgan, White, Willis (Tisch)

**Associate Professors** Amkpa (Tisch), Blake, Dent, Guerrero (Tisch), Singh

**Assistant Professor** Ralph

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**PROGRAM**

**Major**

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

Two introductory courses—can 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) or Cultures and Contexts: Africa
  (MAP-UA 505) or Cultures and Contexts: The African Diaspora (MAP-UA 532) or Cultures and
  Contexts: The Black Atlantic (MAP-UA 534)

Seven elective courses—five courses focusing on at least three of the four areas listed below:

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

Plus two common electives. (A list will be available each semester.)

Two research core courses:

- Internship Fieldwork and Internship Seminar (SCA-UA 40 and SCA-UA 42), related to Africana studies
- Senior Research Seminar (SCA-UA 90)

A note about language/linguistic competency: The type of rigorous intercultural study promoted within the
Department of Social and Cultural Analysis (SCA) requires students to recognize the complex modes of commu-
nication 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
Major/Minor in Africana Studies

Community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

Minor

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

Honors

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

Courses

Introduction Core

Concepts in Social and Cultural Analysis
SCA-UA 1 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 (A/P/A) Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, and knowledge), each one considered within a two-week unit.

Approaches to Africana Studies
SCA-UA 101 Cultures and Contexts: Africa (MAP-UA 505) or Cultures and Contexts: The African Diaspora (MAP-UA 532) or Cultures and Contexts: The Black Atlantic (MAP-UA 534) can substitute for this course. Offered every year. 4 points.
Introduces students to a variety of topics and methodologies associated with Africana studies as a field of academic inquiry, including the history of the field and its growth over the course of time. Specific topics may include the question of African retention in the Americas, the comparative study of slavery, the concept of creolization, an understanding of the black Atlantic, and the meaning of diasporic studies, as well as the use of history, sociology, linguistics, anthropology, literature, music, and the arts as ways in which the experiences of black peoples have been documented and transmitted.

Research Core

Senior Research Seminar
SCA-UA 90 Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1) and either Approaches to Africana Studies (SCA-UA 101), or Cultures and Contexts: Africa (MAP-UA 505), or Cultures and Contexts: The African Diaspora (MAP-UA 532), or Cultures and Contexts: The Black Atlantic (MAP-UA 534). Offered every semester. 4 points.
An advanced research course in Africana studies. It culminates in each student completing a substantive research paper that makes use of various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in Africana studies. Majors must take this class in the fall of their senior year.

Honors Track

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

Internship Program

Internship Fieldwork
SCA-UA 40 Corequisite: Internship Seminar (SCA-UA 42). Requires 10 hours of fieldwork. 2 points.
Internship Seminar
The 4-point internship program complements and enhances the formal course work of Africana studies majors. Students intern at agencies dealing with a range of issues pertaining to Africana studies and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory that they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in their exploration of professional career paths. The internship is open to juniors and seniors and requires an interview and permission of the director of internships.

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
Black Urban Studies
SCA-UA 115 Formerly SCA-UA 105. Identical to HIST-UA 90. Offered every year. 4 points.
Introduces students to the tools of cultural criticism and theory, with particular emphasis on black culture, urban environment, and black people’s relationships to a variety of social and cultural institutions and practices. The latter may include the mass media, class and poverty, the police, urban development, education, music, art, and sports.

African American 20th-Century Novels and Narratives
SCA-UA 139 Offered every year. 4 points.
This seminar covers a historicized selection of black writers who over the latter half of the 20th century have inscribed in literature the cultural, social, and political experiences of African Americans in the United States. We critically explore, discuss, and write about a range of works varying from poetry to the short story and the novel. Our studies focus on the key topics, issues, innovations, and themes that have consistently been important to African American literary production. Some examples are the emancipation impulse, “double consciousness,” the black struggle for human rights, the rise of black women writers, postmodernism, sexual and gender politics, and contemporary expressions of the slavery motif.

The Black Essay
SCA-UA 152 Offered every year. 4 points.
Examines the urban experience and black life and culture in New York through a series of writing assignments on African American neighborhoods, institutions, issues, and culture. Students are required to travel throughout the black community, conduct interviews, and do research for essays on the black experience in the city. They are introduced to the research and reporting techniques of journalism and given the chance to employ these techniques in their papers.

The Black Body and the Lens
SCA-UA 155 Offered every year. 4 points.
This interdisciplinary seminar explores the range of ideas and methods used by critical thinkers in addressing the body in photography, video, music, and film. Central to our discussions is a focus on how the display of the black body affects how we see and interpret the world. Using a series of case studies, we consider the construction of beauty, gendered images, race, and hip-hop culture. The historical gaze has profoundly determined the visual construction of the black body in contemporary society. The interplay between the historical and the contemporary, between self-presentation and imposed representation, is fundamental to our discussions. The seminar centers the student within the contemporary world of image making with an emphasis on the black body. Final projects include an imaging project and/or a written essay.

Black Feminism
SCA-UA 156 Offered once every two years. 4 points.
This course explores the production and practice of black feminist theory in 20th-century America. We examine the written work and the activism of African American women and look at the way that theory and practice historically intersect around questions of race and gender. Because this is a course on feminism, we also spend a good deal of time interrogating power and thinking about the ways in which systems of oppression both produce and block a black feminist consciousness.

Language and Liberation: At Home in the Caribbean and Abroad
SCA-UA 163 Identical to LING-UA 26. Offered every year. 4 points.
MAJOR/MINOR IN AFRICANA STUDIES

Explores the linguistic and cultural transformations that took place in the Commonwealth Caribbean from 17th-century slavery and bond servitude to the present day. The focus is on the extent to which Caribbean people were given or demanded the freedom to create and maintain a postcolonial Caribbean identity. 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  Offered once every year. 4 points.
Cities have played an important role throughout African history and in various Afrodisporic contexts: from the metropolises of ancient Egypt and the urban centers of well-known West African civilizations (such as Ghana, Mali, and Songhai) to cities such as Port-au-Prince, Havana, and Georgetown in the Caribbean and the urban enclaves in the United States. In attending to the way actors constitute wealth and power—in accounting for the way proximity structures interpersonal experiences—this course uses ethnographic, sociological, historical, and literary texts to theorize the Afrodisporic city. We explore the contours of these urban matrices through special attention to historical categories that prepare us to theorize the way Afrodisporic populations have experienced and lived history (e.g., the precolonial, the colonial, and the postcolonial). As part of our mission, we consider 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. Instead of proceeding strictly chronologically, students consider the Afrodisporic urban experience thematically, through a diverse array of readings.

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

Topics in Pan-Africanism
SCA-UA 181  Offered once a semester. 4 points.
Deals with specific themes of Pan-Africanism and their impact on the modern world. Possible themes, which vary from semester to semester, include African unity, black rebellion, colonialism and racism, the African diaspora and culture, and relationships between Pan-Africanism and movements such as nationalism, Marxism, and Afrocentricity.

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

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

Intermediate Swahili I
SCA-UA 123  Prerequisite: Elementary Swahili II (SCA-UA 122) or permission of the instructor. Offered every year. 4 points.
Builds on the basic knowledge of the pronunciation, vocabulary, useful expressions, and fundamental grammatical features already attained at the introductory level. Aims to strengthen reading, writing, and conversation skills by accessing a wide range of grammatical and literary knowledge of the language, its cultural context, and literary genre. Students are required to familiarize themselves with 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 would master the intricacies of Kiswahili grammar; acquire a wide range of vocabulary; read Kiswahili fluently; understand Kiswahili poetry, idioms, and proverbs; and use idiomatic Kiswahili in creative writing and translation.

**Related Courses**
The following courses in individual disciplines are open to Africana studies majors and minors. See the departmental sections in this Bulletin for course descriptions and prerequisites.

**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.
- Peoples of the Caribbean
  SCA-UA 777  Identical to ANTH-UA 102. 4 points.
- Visual Anthropology
  SCA-UA 778  Formerly Transcultural Cinema.  Identical to ANTH-UA 122. 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.
- Topics in Caribbean Literature
  SCA-UA 780  Identical to COLIT-UA 132, ENGL-UA 704. 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.

**HISTORY**
- Race, Gender, and Sexuality in U.S. History
  SCA-UA 729  Identical to HIST-UA 655. 4 points.
- Women and Slavery in the Americas
  SCA-UA 730  Identical to HIST-UA 660. 4 points.
- The History of Religions in Africa
  SCA-UA 790  Identical to HIST-UA 566. 4 points.
- Africa Since 1940
  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.

**JOURNALISM**
- Journalism and Society: Minorities and the Media
  SCA-UA 702  Identical to JOUR-UA 503. 4 points.

**LINGUISTICS**
- African American English I: Language and Culture
  SCA-UA 799  Identical to LING-UA 23. 4 points.
- African American English II
  SCA-UA 800  Identical to LING-UA 46. 4 points.

**POLITICS**
- The Politics of the Caribbean Nations
  SCA-UA 802  Identical to POL-UA 532. 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
The Alexander Hamilton Center fosters the development of policy solutions to pressing domestic and international issues. The Center's teaching and research functions emphasize considerations such as the design of governing institutions, the development and distribution of human capital, and the means by which fundamental policy issues can be resolved or advanced through the promotion of efficient and effective solutions that are sensitive to political, economic, and social realities.

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

Certificate

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

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

The prerequisites for admission are Quantitative Methods for Political Science (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, Sarah Dickinson, at 19 West Fourth Street, 2nd Floor.
American studies, which is administered by the Department of Social and Cultural Analysis, is one of the country’s leading centers for the study of U.S. culture and society. The core and affiliated faculty members, drawn from many Faculty of Arts and Science and Tisch School of the Arts departments and programs, constitute one of NYU’s strongest faculty groupings. The program interprets “American” in a broad sense to include assessments of the historical role of the United States in the Americas and, more generally, in world affairs. Inasmuch as the program has a regional focus and a distinctive edge among other American studies programs, special attention is given to studies in urbanism and to New York in particular, a global city that comprises many world cultures.

**MINOR IN American Studies**

 AMC-UNIVERSITY • COLLEGE OF ARTS & SCIENCE • NEW YORK UNIVERSITY

The minor consists of five courses, comprising Approaches to American Studies (SCA-UA 201), plus four other courses listed by the program. At least one of these four courses must originate in American Studies.

**COURSES**

**Approaches to American Studies**
SCA-UA 201  *Offered every year. 4 points.*
Offers a survey of American studies as a dynamic field of scholarship. Using a schedule of keywords, the course engages key themes and concerns, including war’s role in social and political development, the meaning of borders, the politics of entertainment, public interest in private affairs, and the interplay of goods and labor in shaping national (and transnational) conditions of fulfillment and dignity. It is intended to serve as a gateway to lines of inquiry and analysis currently animating interdisciplinary study of “America”; as an opportunity to relate current debates to respective historical contexts; and as an occasion to interrogate presumptions of the United States’ exceptionality, at a time when its interrelation with broader worlds becomes ever more clear.

**Comparative U.S. Ethnic Studies**
SCA-UA 224  *Offered every fifth semester. 4 points.*
Serves as an introduction to the interdisciplinary study of race and ethnicity in the United States and to the range of identities and issues inherent in American culture. No previous knowledge of ethnic studies is presumed, but the goal of the class is to create a framework for thoughtful discussion and analysis of race and ethnicity for students to use long after the completion of the class.

**Intersections: Gender, Race, and Sexuality in U.S. History and Politics**
SCA-UA 230  *Can be substituted for Approaches to American Studies (SCA-UA 201). Offered every year. 4 points.*
Draws on the histories of African, Asian, European, Latino, and Native Americans of both genders and many sexualities to explore the complex and important intersection of gender, race, and sexuality in the United States from the 17th century through the 20th, in historically related case studies. Starting in the period of European imperialism in the Americas, examines the ways that gender, race, and sexuality shaped cultural and political policies and debates surrounding the Salem witch trials; slavery, abolition, and lynching; U.S. imperialism in Puerto Rico and Hawaii; the politics of welfare and reproduction; cultural constructions of manliness, masculinity, and citizenship; and responses to the AIDS pandemic in a global context.
MINOR IN AMERICAN STUDIES

Ethnicity and the Media
SCA-UA 232    Offered every other year. 4 points.
Examines media images in relation to the making of ethnic and racial identities in the United States. Surveys some of the theoretical approaches to the study of images, paying particular attention to the intersection of history and ideologies or representation. Looks into the nature and politics of stereotypes; inquires into their reproduction through discourses, representations, and practices; and then moves to a comparative examination of media images in relation to the making of African American, Asian, Latino, and Native American images in the media, looking specifically at changes and continuities in the representation of these four minority groups in the media.

Cultures and Economies
SCA-UA 234    Prerequisite: Concepts in Social and Cultural Analysis (SCA-UA 1) or Intersections: Gender, Race, and Sexuality in U.S. History and Politics (SCA-UA 230). Offered every spring. 4 points.
This upper-level seminar focuses on the relationship between the “the economy” and “culture” in the contemporary United States. Though political analysts and scholars have often treated economic issues and cultural politics and policies as if they were separate and independent areas for public discussion and debate, this course focuses on their interrelatedness and mutual dependence—on the cultural construction of “the economy” and the economic basis for cultural practices and policies. We examine the historical shift during the 20th century 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. We will focus particularly on the dynamics of “crisis,” both as an economic and a cultural phenomenon.

Marxist Cultural Theory
SCA-UA 240    Offered every other year. 4 points.
Familiarizes students with key concepts in Marxist cultural theory so that they might (1) begin to appreciate how extensively Marxist thought informs contemporary scholarly criticism and (2) start to use elements of that thought in their own analytical work. We study founding texts in the Marxist critical tradition; review Marxist-oriented analyses of literary, musical, and visual productions; and, finally, consider recent work on the import of culture as lived experience. Students should ultimately emerge not only with enhanced critical skills, but also with a deeper understanding of the significance of culture, broadly conceived.

Studies in Popular Culture
SCA-UA 251    Prerequisite: Approaches to American Studies (SCA-UA 201) or Literary Interpretation (ENGL-UA 200), or permission of the instructor. Offered every other year. 4 points.
Introduces students to the serious study of contemporary popular culture as it is manifested in several overlapping mass-media formations. More specifically, the course considers the distinct but interrelated functions of various mass-cultural modes (for example, popular music, cinema, television) within an increasingly conglomerated entertainment industry that targets increasingly diversified audience constituencies. Through a highly selective case-study approach, students are quickly familiarized with the specific critical considerations demanded by each form under review. In-depth attention is given to particular genres characteristic of each medium and to the linkages among the different media in their joint constitution of a generalized contemporary mass culture.

Topics
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 in individual disciplines are open to American studies minors. See the departmental sections in this Bulletin for course descriptions and prerequisites.

ENGLISH
Writing New York
SCA-UA 757    Identical to ENGL-UA 180. 4 points.

African American Literary Cultures
SCA-UA 770    Identical to ENGL-UA 185. 4 points.

GENDER AND SEXUALITY
Queer Cultures
SCA-UA 450    4 points.

LATINO STUDIES
The Latinized City, New York and Beyond
SCA-UA 540    Prerequisite: Approaches to Latino Studies (SCA-UA 501), or any introductory course in the social sciences, or a MAP course in Cultures and Contexts. 4 points.
The chief intent of this minor is to allow students to do significant and structured interdisciplinary work in ancient studies and to acquire an understanding of several ancient civilizations and the ways in which they are examined and analyzed. The adviser for the minor is responsible for ensuring that each student’s program of study remains coherent and logical, although there is considerable flexibility within the bounds of the requirements. Courses may be selected that deal with different periods and methodological approaches, as well as a variety of geographical areas that the requirements demand. Each student’s course of study is designed on an individual basis, in accordance with his or her needs and interests.

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

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

Animal Studies

www.animalstudies.as.nyu.edu • 285 Mercer Street, 9th and 10th Floors, New York, NY 10003-7112 • Phone: 212-992-7999

Director of Animal Studies
Professor Dale Jamieson

NYU’s Animal Studies Initiative promotes and supports research and teaching in the emerging area of animal studies. It does so by administering an undergraduate minor in animal studies, supporting research and teaching, and sponsoring public events and workshops.

The Initiative draws on NYU’s strengths in the Faculty of Arts and Science, as well as the Steinhardt School of Culture, Education, and Human Development, and the Tisch School of the Arts.

FACULTY

Collegiate Professor; Professor of English and Drama
Chaudhuri

Professor
Jamieson (Environmental Studies/Philosophy/Law)

Assistant Professors
Jerolmack (Sociology/Environmental Studies), Sebo (Environmental Studies)

Clinical Assistant Professors
Schlottmann (Environmental Studies/Bioethics)

Adjunct Professor
Wolfson

PROGRAM

MINOR

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

- Animals and Society (ANST-UA 200/SOC-UA 970/ENVST-UA 610)
- Animals in Art and Literature (ANST-UA 300)
- Ethics & Animals (ANST-UA 400)
- Animal Minds (ANST-UA 410)
- Food, Animals, and the Environment (ANST-UA 440/ENVST-UA 0440)
- Animals and Public Policy (ANST-UA 500/ENVST-UA 630)
- Topics in Animal Studies (ANST-UA 600)
- Primate Behavior and Ecology (ANTH-UA 54)
- Prehistoric Art and Symbolic Evolution (ANTH-UA 212)
- Zooesis: Animal Acts for Changing Times (COSEM-UA 107)
- Topics in Performance Studies: Animal Rites (DRLIT-UA 301)
- Texts and Ideas: Topics—Animal Humans (MAP-UA 400)
- Performing Beyond the Human: Ecology, Animal Rites, Theater (THEA-UT 801)
- Animals, People, and Those in Between (ITPG-UT 2746)
- The Performing Animal (OART-UT 408)
- Intro to Topics in Literary Theory: The Animal Turn (ENGL-GA 1957)

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

COURSES

Animals and Society
ANST-UA 200  Identical to SOC-UA 970 and ENVST-UA 610. Jerolmack. 4 points.

Analyzes the ways that animal and human lives intersect and examines 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 (e.g., as pets, pests, mascots, and food) and deconstructs the social origins of these seemingly natural categories. (After all, one society’s pet is another society’s dinner.) Takes a grounded look at what
actually happens when humans and animals interact, which sheds new light on the nature of human and animal consciousness and troubles some of the assumptions we make about the necessary role of language and symbols in interaction. Fundamentally, students learn how the roles that animals take on in our lives, and the ways that we think about and relate to them, are inherently social processes that are patterned by geography, culture, class, gender, and so on. Central questions include: How do ideas about, and relationships to, animals vary across time and space? What roles do science, literature, and media representations play in shaping how we think about animals? How and why did pets become honorary members of the American family? Why are some animals, but not others, granted moral status and legal protection in society? How do humans and animals coordinate interaction without language?

**Animals in Art and Literature**

ANST-UA 300 Chaudhuri. 4 points.

The anthropologist Claude Levi-Strauss said that animals featured so prominently in myth and ritual “not because they are ‘good to eat’ but because they are ‘good to think.’” The history of art and literature suggests that they are also good to paint, to sculpt, to photograph, to film, and to write about. This course uses methodologies and perspectives offered by the emerging field of animal studies to explore how artists use the figure of the animal and the subject of animality in their work. Studies a range of contemporary representations of animals—in fiction, poetry, film, and the visual arts—with a view to understanding how the contemporary cultural imagination configures the ethics, politics, and aesthetics of the relationship between humans and other animals.

**Ethics & Animals**

ANST-UA 400 Sebo. 4 points.

Examines the morality of our treatment of nonhuman animals, beginning with the nature of moral rights and duties. What are rights, and where do they come from? How do we resolve conflicts among rights? Do animals have rights? Next, what are obligations, and where do they come from? What makes right actions right? Do we have special obligations to members of our own family, nation, or species? Is there a moral difference between killing and letting die? Do we have group obligations as well as individual obligations? We ask how these issues apply to our treatment of nonhuman animals. Are we justified in treating animals as property under the law? Are we justified in using animals for food, clothing, entertainment, research, or companionship? Finally, what are the ethics of animal advocacy? Here we consider abolition vs. regulation, incrementalism vs. absolutism, and legal reform vs. direct action.

**Animal Minds**

ANST-UA 410 Sebo. 4 points.

Examines the philosophy of cognitive ethology and comparative psychology, beginning by discussing the nature of animal minds. Are animals conscious? Do they experience pain? Do they have beliefs? Do they use language? Are they self-conscious? How can we know? This involves applying concepts from metaphysics and epistemology to research in cognitive ethology and comparative psychology. We discuss more general questions like: Are animals agents? Do they have free will? Do they live meaningful lives? Do they have moral rights? This involves applying concepts from ethics, existentialism, and other areas of philosophy to our conclusions about animal minds. Along the way, we ask how research on animal minds can affect our philosophical theories. For example, should we revise our theories of consciousness, language, agency, morality, and so on if they seem to have implausible implications about animals?

**Food, Animals, and the Environment**

ANST-UA 440 Identical to ENVST-UA 440. Schlottmann. 4 points.

Students study 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. Surveys major thinkers in the field, including Michael Pollan, Peter Singer, Jim Mason, Wendell Berry, David Foster Wallace, Jonathan Safran Foer, and Martha Nussbaum. Students engage in collaborative research projects, with possible field trips to local agricultural sites.

**Animals and Public Policy**

ANST-UA 500 Identical to ENVST-UA 630. Offered every fall. Wolfson. 4 points.

Provides an overview of public policy with respect to the somewhat contradictory treatment of animals by humans, with a focus on how public policy is created and how social change occurs. We consider what public policy consists of and what actors and
factors play a role in the creation of public policy; how society views animals; the capacities of animals; how ethics relates to animal treatment; how animals are currently utilized by our society; and political and other efforts to improve or alter the current treatment of animals, including the influence of science, government, business and non-governmental organizations in defining and influencing animal-related policies. We focus on legislation, litigation, regulation, and ballot initiative and consumer campaigns and their effectiveness, as well as other strategies that relate to improving animal welfare. We also discuss the meaning of “animal rights” and the success and impact of the modern animal protection movement.

Topics in Animal Studies
ANST-UA 600 Jamieson, Schlottmann, Jerolmack, Chaudhuri, Sebo, Mitsis. 4 points.
An introductory or intermediate course that examines topics in animal studies from social science and humanistic perspectives. It considers a range of topics, including the sociology of human/animal relations and the cultural meanings of animals. The aim of the course is to advance understanding of a specific topic concerning animals’ interaction with humans, their environment, and one another. For the intermediate version, a relevant prerequisite is required.

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

COLLEGE OF ARTS AND SCIENCE

Anthropology (ANTH-UA)
Primate Behavior and Ecology
ANTH-UA 54 4 points.
Prehistoric Art and Symbolic Evolution
ANTH-UA 212 4 points.

Collegiate Seminar Program (COSEM-UA)
Zoesis: Animal Acts for Changing Times
COSEM-UA 107 4 points.

Dramatic Literature (DRLIT-UA)
Topics in Performance Studies: Animal Rites
DRLIT-UA 301 4 points.

Morse Academic Plan (MAP-UA)
Texts and Ideas: Topics—Animal Humans
MAP-UA 400 4 points.

TISCH SCHOOL OF THE ARTS

Drama (THEA-UT)
Performing Beyond the Human: Ecology, Animal Rites, Theater
THEA-UT 801 4 points.

Interactive Telecommunications (ITPG-UT)
Animals, People, and Those in Between
ITPG-UT 2746 4 points.

Open Arts Curriculum (OART-UT)
The Performing Animal
OART-UT 408 4 points.

GRADUATE SCHOOL OF ARTS AND SCIENCE

English (ENGL-GA)
Introductory Topics in Literary Theory: The Animal Turn
ENGL-GA 1957 4 points.
Anthropology

The Department of Anthropology is one of the country’s leading graduate and undergraduate centers for cultural anthropology, archaeology, linguistic anthropology, and biological anthropology—the four principal subfields of anthropology studied in the undergraduate curriculum. The department considers its greatest assets to be the various individual areas of faculty expertise: archaeological specialties such as 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. 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 this country.

FACULTY

Professors Emeriti
Jolly, Lynch

David B. Kriser Professor of Anthropology
Ginsburg

Silver Professor; Professor of Anthropology
Myers

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

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

Assistant Professors
Geismar, Hansen, Higham, Stout, Tryon, Williams

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

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 (often termed “exotic,” indigenous, and/or nonliterate peoples).

Contemporary sociocultural anthropology maintains such interests but increasingly applies its insights and methods to complex, 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 2.6 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, the New York University School of Medicine, and the Wildlife Conservation Society International at the Bronx Zoo facilitate the department's diverse research interests in biological anthropology.

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 of French Studies, the Institute for Study of the Ancient World, the Program in Museum Studies, the Program in Culture and Media, and the Center for Media, Culture, and History.

**Departmental Objectives**

Anthropology courses contribute to undergraduate education in two ways. First, the scope of the discipline’s interests effectively bridges the humanities, the social sciences, and the natural sciences. Anthropology asks basic questions concerning the origins and development of humans and their cultures and divergent systems of thought, belief, and social order. By systematically analyzing various cultural traditions—contemporary as well as historically known—anthropology raises critical questions concerning the bases of both world civilizations. An understanding of the distinctive way anthropology formulates and attempts to answer its basic questions is a necessary component of a comprehensive liberal education.

Second, the department offers concentrated programs of study for the minor, major, or honors student. A minor usually emphasizes one of the four subdisciplines, 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 one aspect of sociocultural, linguistic, archaeological, or biological anthropology, as well as the pursuit of additional advanced course work at the senior undergraduate or 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 postgraduation 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 events and an e-mail forum.

**Major**

The major in anthropology consists of 36 points (typically nine 4-point courses), which include the required classes Human Society and Culture (ANTH-UA 1), Human Evolution (ANTH-UA 2), Archaeology: Early
Societies and Cultures (ANTH-UA 3), and Anthropology of Language (ANTH-UA 17; offered only during the spring semester). The remaining elective courses 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 at least C 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. Majors should consult regularly with the DUS in order to take full advantage of the seminars and research opportunities open to them.

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 (typically 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 classics 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 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 20 points (typically five 4-point courses) 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), Cultural Symbols (ANTH-UA 48), 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 in this Bulletin for additional information. Joint anthropology-linguistics majors should also consult with Professor Bambi Schieffelin in the Department of Anthropology and Professor John Singler in the Department of Linguistics for aid in developing their program of study.

**Minor**

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 at least C 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.
**Honors Program**

A degree in anthropology is awarded with honors to selected 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 40 points (typically ten 4-point courses) of anthropology course work, including a 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 Special Seminar in Anthropology (ANTH-UA 800 or ANTH-UA 801) or a graduate course, typically taken in the junior or senior year. All of these courses count toward the major.

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 will be 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 evolving 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 learner-peers. 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.

**Courses**

**Principles**

**Human Society and Culture**

ANTH-UA 1 Abercrombie, Beidelman, Das, Dávila, Ganti, Grant, Hansen, Khan, Myers, Rapp, Rogers, 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 Laboratories. Antón, Bailey, Disotell, Harrison, Higham, Williams. 4 points.

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

**Archaeology: Early Societies and Cultures**

ANTH-UA 3 Laboratories. Crabtree, Tryon, 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.

Taking an anthropological perspective on the role of language in contemporary social life, 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, Beidelman, Dávila, Ganti, Khan, Martin, Myers, Rapp, Rogers. 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.

Sociocultural and Linguistic Anthropology

Anthropology and Classical Studies
ANTH-UA 16  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.

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.

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.

Anthropology of Religion
ANTH-UA 30  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Beidelman, Myers, Zito. 4 points.
Examines the cultural nature of basic beliefs and values manifested in both simple and complex societies. Discussion of time and space, causality, myth, prophecy and divination, witchcraft and magic, and mysticism.

Witchcraft: An Anthropological Approach
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

Special Courses

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

Honors Research I, II
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.
Opportunities for students to gain practical work experience sponsored by selected institutions, agencies, and research laboratories are negotiated with the internship sponsor, the director of undergraduate studies, and the student. Requirements may vary but include four to five hours of fieldwork per week, per credit, and assignments relevant to the internship experience. Student initiation of internship placement is encouraged.

Independent Study
ANTH-UA 997, 998  Prerequisite: permission of the faculty supervisor and the director of undergraduate studies. 2 or 4 points per term; 6 or 8 points may be appropriate in exceptional cases.
social stability, conflict, and change. Considers both nonliterate, non-Western examples and cases from Europe and New York 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.

**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, Martin, 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.

**Family and Kinship**
ANTH-UA 41  Prerequisite: Human Society and Culture (ANTH-UA 1). Abercrombie, Beidelman, Ginsburg, Khan, Martin, Myers, Rapp, Rogers. 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.

**Cultural Symbols**
ANTH-UA 48  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Beidelman, Ginsburg, Myers. 4 points.

Surveys the various symbolic systems employed by the world’s people, considering their use in myth, ritual, literature, and art and the kinds of anthropological theories applied to explain their power and forms. Approaches theory through case studies, providing a diverse view of world cultures. Uses materials from all continents; emphasizes non-Western, nonliterate societies, though some material from the West is also used.

**Peoples of Sub-Saharan Africa**
ANTH-UA 101  Identical to SCA-UA 101.
Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman. 4 points.

Surveys the societies and cultures of Africa. Divided between accounts of traditional ways of life, the history of colonial contact with Europe, and consideration of life in contemporary African states. Involves anthropological studies as well as historical works, novels, and autobiographies, many by African authors. African material is related to broader issues of social theory, ethnicity, social change, and the ties between culture, society, and values.

**Peoples of the Caribbean**
ANTH-UA 102  Identical to SCA-UA 106.
Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Khan. 4 points.

Provides a unifying anthropological perspective for comparing Hispanic and Afro-Creole Caribbean societies, reviewing how Caribbean colonial experiences have structured differences in the race, class, and ethnic/national identities of the peoples living in these two Caribbean traditions. Examines how this resulted in different cultural forms and ideological orientations as the cultural legacies of the various peoples of the Caribbean underwent processes of creolization. Addresses issues of identity and empowerment in relation to Caribbean diaspora, tourism, and efforts to develop Pan-Caribbean institutions and a Pan-Caribbean consciousness.

**Peoples of Latin America**
ANTH-UA 103  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Dávila, Rosaldo, Stout. 4 points.

Surveys Latin American societies and cultures, placing special emphasis on class, ethnicity, and nationhood. Examines some of the fundamental characteristics of Ibero-American civilization both in its historical development and in its transformations.
across a variety of regional and class contexts. Discusses the complex interrelationships between country and city and between "popular" and "elite" culture by examining ethnographic case material and a few general interpretative works.

**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. 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, Rogers. 4 points.
Explores cultural systems and social structures in modern European societies. Provides an introduction to anthropological approaches to the study of Western complex societies. Uses ethnographic case studies and features films 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, Beidelman, Ginsburg, Martin, 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. Emphasis on such changes as gender roles, current transnational migrations, social movements, international relations, and the role of the military in a variety of world societies.

**Visual Anthropology**
ANTH-UA 122 Formerly Transcultural Cinema.
Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Ganti, Ginsburg, Stout. 4 points.
Explores the history and development of anthropology's relationship to visual practices, focusing on, but not limited to, photography and film, both as a mode for representing culture and as a site of cultural practice. Examines the emergence of, as well as the contestations around, the genre known as ethnographic film and its relationship to wider debates about documentary and nonfictional film practice. One of the central themes of the course is the relationship between representation, power, and knowledge as manifest in cross-cultural representation.
Religion and Media
ANTH-UA 220  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Zito. 4 points per term.
Introduces students to the long-standing and complex connection between religious practices and various media. Analyzes how human hearing, vision, and the performing body have been used historically to express and maintain religious life through music, voice, images, words, and rituals. Spends time on more recent electronic media such as cassette, film, television, video, and the Internet. Students should note that an anthropological/historical perspective on studying religion is pursued in the course.

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.
Human beings have always grappled with some notion of identity, asking questions about who they are, about who others distinguished from themselves are, and about the ways that perceived similarities and differences are meaningful and important (or not) in social relationships. 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 other identity categories: gender, class, sexuality, ethnicity, and so on, and (2) race is expressed in both obvious and subtle ways; thus, racial identity is implicit as well as explicitly expressed. We also consider whether race must necessarily be understood as stigma; discuss nonfiction, fiction, and films; and may visit public exhibitions.

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

Language and Law
ANTH-UA 329  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Schieffelin. 4 points.
Arguments and conflicts are part of everyday life, and language is central to both their instigation and resolution. 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. Bilingual students are encouraged to focus on cases that use interpreters.

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

Human Rights and Culture
ANTH-UA 331  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Merry. 4 points.
Offers an overview of the human rights system, looking at its basic elements and studying how it works. Focuses on the relationships between human rights and culture. Human rights campaigns frequently encounter resistance in the name of protecting cultural differences. This is particularly common with issues concerning women, children, and the family. Explores several issues that raise questions of human rights and culture, such as female genital cutting, honor killing, trafficking of persons, and indigenous peoples’ rights to culture. Using these examples, 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. The goal of the course is developing an understanding of human rights in practice.

**Body, Gender, and Belief in China**
ANTH-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  
**Prerequisite:** Human Society and Culture (ANTH-UA 1) or permission of the instructor. Zito. 4 points.

The Chinese word for "religion" means "teaching." Explores what Chinese people “taught” themselves about the person, society, and the natural world and thus how social life was constructed and maintained. Examines in historical perspective the classic texts of the Taoist and Confucian canon and their synthesis; Buddhist, especially Ch’an (Zen). Discusses the practices of filiality in Buddhism, Confucian orthodoxy, and folk religion.

**Transnationalism and Anthropology**
ANTH-UA 400  
**Prerequisite:** Human Society and Culture (ANTH-UA 1) or permission of the instructor. Das, Ganti, Khan. 4 points.

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

**Culture Through Food**
ANTH-UA 410  
**Prerequisite:** Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Rogers. 4 points.

Explores some of the ways that people use food, cuisines, and eating to organize and engage with social worlds. This focus provides a concrete means for deepening our understanding of alternative models of social explanation. Drawing on ethnographic material from a wide range of cultures, as well as feature films and our own observations and interviews, we consider topics such as the material dimensions of food production, distribution, and consumption (e.g., how food scarcity or abundance shapes collective possibilities, expectations, and values; the causes, consequences, forms, and myths of globalization) 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—class, gender, and ethnicity—and as a source of meaning—nostalgia, anxiety, and so on).

**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, Beidelman, Das, Dávila, Ganti, Geismar, Ginsburg, Grant, Hansen, Khan, Martin, Merry, Myers, Rapp, Rogers, Stout, Zito. 4 points per term.

Analyzes and assesses selected key issues in the discipline theoretically, politically, and epistemologically. See the department's current internal catalog.

**Archaeology**

**Prehistoric Hunters and Gatherers**
ANTH-UA 210  
**Prerequisite:** Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree, Tryon. 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.

**First Cities and States**
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. Special attention to the various theories that have been advanced to account for such developments.
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. Students are introduced to Stone Age art—its form, contents, and chronological evolution. Also employs more recent prehistoric case studies. Reviews and assesses competing interpretive frameworks, with emphasis on understanding the social and ideological context within which the art was produced and comprehended.

Archaeological Theory and Technique
ANTH-UA 215  Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree, Tryon, White, Wright. 4 points.
Considers both current and past theoretical developments in archaeology, with special attention to the role of innovations in analytical technique as they relate to these developments. Theoretical approaches to the economy, technology, and organization of hunter-gatherers; early agriculturalists; gender differences; and complex societies. Examines research design, sampling problems, chronometric methods, analysis of paleoenvironments, and typology in terms of modern understanding as well as historical perspective.

Surveys of Regional Prehistory I: Egypt and the Near East
ANTH-UA 216 001  Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Wright. 4 points.
Introduces the archaeology of the Near East and Egypt. Examines the archaeological evidence for two major transformations: the origins of food production (the domestication of plants and animals) and the development of cities and states. Focuses primarily on the Tigris and Euphrates and Nile Valleys, but other contiguous regions also are considered. Emphasizes the cultural history of the two regions and how these changes influenced the development of increasingly complex social organization and our present understanding of urbanism and state-level societies.

Surveys of Regional Prehistory II: Prehistoric Europe to the End of the Ice Age
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 with the interests of individual instructors.

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 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 social structures as complex as any found in Old World civilizations. Examines changes in later prehistoric Europe from about 8000 B.C.E. to the arrival of the Romans.

African Archaeology
ANTH-UA 218  Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3). Tryon. 4 points.
With the longest record of human occupation in the world and a landmass that represents more than one-fifth the habitable area of the globe, Africa plays a central role in our understanding of human evolution, the prehistory of our species, and the development of complex societies. Explores the experiences of ancient human populations in Africa using evidence drawn from archaeology as well as history, ethnography, linguistics, art history, geography, geology, paleontology, biology, and other disciplines. Focuses not only on the material evidence from across the continent and its interpretation, but also an understanding of the major questions, developing methods of inquiry and problem solving, and situating the African data in the broader context of the archaeological evidence for the evolution of human behavioral diversity. The scope of the course spans 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) with influence and contacts across and outside the continent.

Fieldwork in Archaeology
ANTH-UA 830  Prerequisite: permission of the instructor. Crabtree, Tryon, 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.

**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, Tryon, White, Wright. 4 points per term.

Explores selected key issues and problems in archaeological anthropology, theoretically and methodologically. See the department’s internal catalog.

**Biological Anthropology**

**Fossil Evidence for Human Evolution**
ANTH-UA 50  
Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Antón, Bailey, Harrison. 4 points.

An in-depth survey of the fossil record for human evolution. 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, Diotell. 4 points.

Humans are the most wide-ranging of all of the species on earth. Our evolutionary history and our ability to adapt to such a broad range of environments result in the patterns of human variability we see today. New techniques have been developed that allow us to explore the different levels of human variation. 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.

Introductory survey presenting a synthetic approach to the biological, behavioral, and cultural origins of humans. Explores data and theories from paleoanthropology, archaeology, nonhuman primate behavioral studies, brain research, and sociobiology for their contributions to the study of human behavior.

**Human Genetics**
ANTH-UA 53  
Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Diotell. 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 Behavior and Ecology**
ANTH-UA 54  
Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Higham. 4 points.

Why do some primates live in large social groups while others are solitary and yet others live in pairs or cooperatively breeding families? Why are strong social hierarchies seen in some primate taxa but not in others? How do multiple species of primates often manage to coexist in the same habitat? Why are social relationships in some primate species characterized by strong bonds among females while such bonds are absent in other primate societies? Why do some species of primates show marked geographic variability in behavior and social structure? The answers to these and other questions lie in understanding the relationships between each species and its ecological and social setting and in understanding each species’ phylogenetic history. Explores the diversity of primate social systems and the evolutionary relationships among the primates and discusses many of the general ecological laws that have been proposed by evolutionary biologists as the keys to understanding important features of primate behavior and ecology.

**Health and Disease in Human Evolution**
ANTH-UA 55  
Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Antón, Diotell. 4 points.

Examines human health and disease within an ecological framework, exploring the interactions of environmental, genetic, physiological, and cultural factors in the expression and distribution of human diseases. Develops pathology profiles for nonhuman primates; prehistoric human populations; and hunting and gathering, agricultural, and industrial groups, with emphasis on the expression of infectious disease in human history and newly (re)emerging diseases.
Comparative Biology of the Living Primates
ANTH-UA 56  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Harrison, Williams. 4 points.
Study of the comparative biology of the primates, our closest living relatives, is fundamental to a sound understanding of human biology and evolution. Surveys the comparative anatomy of the living primates from a structural, functional, and evolutionary perspective. Different anatomical systems and behaviors are explored, including external features, the cranium, dentition and dietary behavior, postcranial anatomy and locomotor behavior, sensory and nervous systems, and reproductive anatomy. The role of comparative anatomy in taxonomy, behavioral studies, and phylogenetic analyses is emphasized.

Emerging Diseases
ANTH-UA 80  Disotell, Harrison. 4 points.
Integrates evolutionary biology, genetics, immunology, ecology, and behavioral ecology, along with sociocultural anthropology, politics, and economics, to better understand newly emerging and reemerging diseases as they affect human health. General evolutionary theory and an introduction to Darwinian medicine are provided before the course examines viral, bacterial, parasitic, and prion-based diseases along with their hosts, vectors, and other organisms. Particular attention is paid to how humans have purposely and inadvertently created both biological and cultural environments for the transmission of different diseases. Media representations and misrepresentations are examined throughout the course.

Human Ecology
ANTH-UA 90  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Crabtree. 4 points.
Investigates the degree to which variation in human biology and culture can be understood as adaptations to varying external conditions. Examines the relationship of human systems of action and the natural world to understand the various forms of human adaptation. Case studies of several living peoples, contemporary and past biological communities, and prehistoric cultures provide the material for interpretation and evaluation of theoretical positions.

Evolution of Language
ANTH-UA 240  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. 4 points.
Explores the various hypotheses offered for the evolution of language. Perspectives from different disciplines are discussed. Topics include human evolution and the study of fossil humans, animal and primate behavior and communication, anatomy of the vocal tract, neuroanatomy, language acquisition, language universals, the origins and diversification of modern languages, and the origins of writing.

Introduction to Forensic Anthropology
ANTH-UA 326  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Antón, Williams. 4 points.
Biological anthropology examines the evolutionary history and adaptability of humans and our ancestors. Forensic anthropology is an applied subfield of biological anthropology that provides expert analysis of the skeleton in a medicolegal setting by utilizing methods developed in skeletal biology, archaeology, and the forensic sciences. Forensic anthropologists play critical roles in identifying victims of mass fatalities (such as the World Trade Center and Oklahoma City bombings), in investigating homicides (such as identifying the Russian tsar’s family), and in distinguishing cause of death. The course examines how forensic anthropologists approach modern and historic crimes in the laboratory and the field. Students are introduced to the underlying theory and the applied techniques that forensic anthropologists use to recover and identify individuals and assess cause of death.

Topical Seminar in Biological Anthropology I, II
ANTH-UA 511, 512  Open to majors in anthropology with the permission of the director of undergraduate studies or the instructor. Antón, Bailey, Disotell, Harrison, Higham, Williams. 4 points per term.
Explores selected key issues and problems in biological anthropology, theoretically and methodologically. See the department’s internal catalog.

Graduate Courses Open to Undergraduates
Qualified anthropology majors may take graduate courses with the permission of the director of undergraduate studies in consultation with the instructor. Consult the current Graduate School of Arts and Science Bulletin and the department’s internal catalog.
The Department of Art History offers courses in the history and criticism of the visual arts in major world cultures. There are two majors within the department. In the Art History program, students at the introductory level examine works of art and architecture and learn the critical and historical bases for understanding and analyzing them. At the advanced level, majors and nonmajors investigate style, iconography, patronage, social and political contexts, and other aspects of the arts in more specific geographical areas and periods. This advanced work, along with foreign language study, provides a solid foundation for those who plan to attend graduate school to prepare for careers in areas such as scholarship, teaching, museums, and writing.

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

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

The major comprises nine 4-point courses that normally include the following:

1. Survey requirement (one of the following sequences):
   - History of Western Art I (ARTH-UA 1) and History of Western Art II (ARTH-UA 2)
   - History of Western Art I (ARTH-UA 1), Renaissance and Baroque Art (ARTH-UA 5), and Modern Art (ARTH-UA 6)
   - History of Western Art II (ARTH-UA 2), Ancient Art (ARTH-UA 3), and Medieval Art (ARTH-UA 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 the second or third option above must take a total of ten 4-point courses to complete the major. Students who choose the fourth option must take a total of eleven 4-point courses to complete the major.

2. 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
3. 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
4. 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
5. 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
6. 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.
7. Two electives chosen from any courses other than those listed in section 1 above, either offered by the department or any approved course offered in another department or through an NYU Study Abroad site.

Other proposed substitutions must be discussed with 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 Classics in this Bulletin.

Students can count two courses from any single NYU Study Abroad site toward the major and may count a total of three courses from more than one site.

**Urban Design and Architecture Studies Major**

The requirement for the major is nine 4-point courses. Students work with the director to achieve career-oriented goals within the major. Course work includes the following:

1. Survey requirement: History of Architecture from Antiquity to the Present (ARTH-UA 601) and Shaping the Urban Environment (ARTH-UA 661)
2. A combination of core courses and cross-referenced courses, including 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
3. Seminar Requirement: at least one seminar chosen from ARTH-UA 670-679, ARTH-UA 681

**Minor in Art History or Urban Design and Architecture Studies**

The requirements are any four 4-point courses in art history or urban design and architecture studies that do not overlap in material. The student may not receive credit for both History of Western Art I (ARTH-UA 1) and Ancient Art (ARTH-UA 3) or Medieval Art (ARTH-UA 4); or 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. Introductory courses are prerequisites for advanced-level courses. Advanced-level courses are those that carry prerequisites, namely, courses listed in section 1 under the heading “Art History Major.”

Note: 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.

**Studio Art Minor**

For many majors in art history and urban design and architecture studies, understanding the field can be enhanced by the experience of making art. It is valuable for these majors to be exposed to the materials and methods of the visual arts, to obtain information about technical processes, and to gain a direct hands-on appreciation of problems of form and meaning as they are approached and solved by artists. This minor is also of practical value for art history or urban design and architecture studies majors planning careers in museology, conservation, architecture, city planning, and landmark preservation.
The studio art minor requires 16 points chosen from courses offered by the Steinhardt School of Culture, Education, and Human Development, as summarized below. (Note: Courses at the 1000 level are only open to juniors and seniors.)

Required core courses (12 points) include one introductory course each in Drawing, Painting, or Print (4 points); Sculpture or Ceramics (4 points); and Media (4 points). For an elective (4 points), select any introductory course in the areas listed above that has not been used to satisfy a core requirement. Students may also take certain intermediate-level courses in the Department of Art and Art Professions if they have completed the introductory level prerequisite(s).

For more information, contact:
Professor Ann Chwatsky, student adviser
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Granting of Credit for Art History and Urban Design and Architecture Studies Majors and Minors
Credit toward the art history and urban design major or minor is granted only for courses completed with a grade of C or higher.

Courses in the Morse Academic Plan
Students majoring in art history or urban design and architecture studies are exempt from the Expressive Culture requirement. Students who wish to have a MAP Expressive Culture course (MAP-UA 720, MAP-UA 721, or MAP-UA 722) count for credit toward the art history 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.

Internship Policy
Under exceptional circumstances, the Department of Art History gives academic credit (2 points) for an internship accompanied by an independent study. Students must find a professor willing to supervise this study. Course work 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.

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

Art History Survey Courses

No previous study is required for admission to the following courses. These courses are the prerequisites for many of the advanced-level courses. Students may not receive credit for both History of Western Art I (ARTH-UA 1) and Ancient Art (ARTH-UA 3) or Medieval Art (ARTH-UA 4); or both History of Western Art II (ARTH-UA 2) and Renaissance 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 Guggenheim 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. Provides an overview of concepts and developments and the vocabulary necessary for analyzing and understanding the arts of the medieval period in light of the historical, religious, political, and social contexts of their creation. Covers architecture, monumental sculpture, painting, mosaics, stained glass, ivory and metalwork, and panel painting. Topics include the creation of a vocabulary of Christian symbols, imagery, and architectural forms; Christian attitudes toward Judaism and the classical tradition; medieval patrons, artists, and audiences; arts of pilgrimage; arts of monastery and cathedral; and the roles and functions of images in the medieval world. 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 Renaissance and baroque art and architecture, 1400–1750. The course situates major developments in the arts 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; the ever-expanding range of iconography; and the proliferation of new genres. Emphasis is placed on the great masters in each phase, and close study of works in the Metropolitan Museum of Art and the Frick Collection 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 the neoclassicism and romanticism of David, Goya, Ingres, Turner, Delacroix; the realism of Courbet; the impressionists; parallel developments in architecture; the new sculptural tradition of Rodin; postimpressionism to fauvism, expressionism, futurism, cubism, geometric abstraction in sculpture and painting, modernism in architecture in the 20th century, and after the First World War, dadaism and surrealism. Also covers developments since 1945, such as action
painting, pop art, minimal art, and numerous strands of 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. Architecture, wall painting, sculpture, ceramics, and narrative in early Greek art are among the topics to be 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**

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.**

Greek and Etruscan art from the seventh century through the fourth century B.C.E., including the orientalizing and archaic styles, the emergence of the classical style, changes in art and life in the fourth century, and the impact of Macedonian court art under the conquests of Alexander the Great. 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. Special emphasis on problems of chronology, choice of styles, and copies. Study of the Metropolitan Museum of Art and Brooklyn Museum collections is essential.

**Greek Architecture**

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.**

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**

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.**

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.
Ancient Egyptian Art
ARTH-UA 110  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 of the Metropolitan Museum of Art and the Brooklyn Museum. There is no prerequisite for this course.

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 of 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 the Mediterranean world, Asia Minor, the Middle East, and northern Europe 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. Monuments studied include the catacombs, the Arch of Constantine, the great mosaic programs of Italy, Hagia Sophia, the Lindisfarne Gospels and Book of Kells, and Charlemagne’s palace chapel at Aachen. Topics include the 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 Spain, France, Germany, Italy, England, and the Crusader States in light of the historical, religious, political, social, and cultural contexts of their creation. Monuments studied include Ottonian and Anglo-Saxon Gospel books; body-part reliquaries; the Hildesheim doors; illuminated Beatus manuscripts; the architecture and sculpture of Santiago, León, Toulouse, Conques, Vézelay, Moissac, Autun, Aquitaine, Provence, and Tuscany; and the Romanesque bible. 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; medieval attitudes toward the classical tradition; Romanesque art and social class; and Romanesque attitudes toward the arts.

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 Île-de-France through the early 15th century. Considers artistic developments in France, England, Flanders, Germany, and Bohemia in light of the religious, historical, political, social, and cultural contexts of their creation. Monuments include the architecture, sculpture, and glass of St. Denis, Chartres, Amiens, Reims, Canterbury, Wells, Ely, Strasbourg, Naumburg, and Prague; the Gothic apocalypse and moralized bible; and psalters and books of hours. 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; humor and marginalia; arts of chivalry and courtly love; art, death, and memory in the Gothic period; 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.
Examines developments in painting, sculpture, and architecture in Italy ca. 1200–1400, with emphasis on Tuscany, Umbria, Rome, Lombardy, and the Veneto. 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, Taddeo Gaddi, Andrea Bonaiuti, and Altichiero), 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. Monuments studied include San Francesco, Assisi; the Scrovegni Chapel, Padua; the pulpit and tombs of the Pisani and Arnolfo di Cambio; the great Italian cathedrals; Santa Croce, Florence; the Palazzo Vecchio, Florence, and Palazzo Pubblico, Siena; and Santa Maria Novella, Florence. Topics include the mendicant orders and the arts; the Black Death and art; the status of the "architect," gender and social class in representation and patronage; and the "eclectic" character of Italian Gothic.

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 the soaring cathedral of Amiens and the civic palaces of communal Italy, from stylistic, technical, functional, iconographic, and ideological perspectives. Topics include regionalism, patronage, the status of the "architect," and the concept of the multimedia ensemble. Also situates buildings within their social, religious, and political contexts and examines the advantages and shortcomings of different approaches to the study of medieval architecture.

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. This course 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
ARTH-UA 302  Identical to MEDI-UA 302. 
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 under discussion 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. Special attention to the contributions of Bernini, Borromini, and Cortona in Rome; Guarini and Juvanna in Piedmont; Mansart and Le Vau in France; Neumann, the Asam brothers, and others in Germany and Austria; and Jones, Wren, and Hawksmoor in England.

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, Enguerrand Quarton, 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 discussed 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; northern ideas about the nude and eroticism; the northern interest in peasant life and in the grotesque; the sociopolitical significance of dress; and the importance of printmaking. As modern nation-states coalesce, we see the development of artistic tendencies that can be called French, Netherlandish, and German. Among the artists to be discussed 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, primarily in central Italy, is studied through intensive examination of major commissions and of the sculptors who carried them out. Earlier meetings focus on Donatello and his contemporaries, including Ghiberti, Quercia, Verrocchio, and Pollaiuolo. Thereafter, students examine Michelangelo’s sculpture and compare his works with those of contemporaries and followers, ending with Giambologna.

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

The Age of Leonardo, Raphael, and Michelangelo
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 in Florence and Rome from about 1470 to the mid-16th century. From a study of selected commissions by the Pollaiuolo brothers, Andrea del Verrochio, Leonardo, Perugino, Raphael, Domenico Ghirlandaio, and Michelangelo, we go on to investigate new pictorial modes emerging after 1510 in Andrea del Sarto, Pontormo, Rosso, Parmigianino, Giulio Romano, and other members of Raphael’s school; we consider their younger contemporaries and successors, including Bronzino and Vasari. The course emphasizes the patronage, symbolic tasks, and functions of Renaissance painting and critically examines historical concepts such as high Renaissance, mannerism, and maniera.
The Golden Age of Venetian Painting
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 family, Giorgione, the young Titian, Sebastiano del Piombo, and their profound impact in Venice and related centers; the itinerant careers of Carlo Crivelli and Lorenzo Lotto; and the origins and implications of Correggio’s and his student Parmigianino’s daring artistic experiments. Examines the achievements of the mature Titian and their significance for his contemporaries. Veronese, Tintoretto, Bassano, and, in the 18th century, Tiepolo, bring Venice’s golden age to a close. Stresses artistic reciprocity between northern and central Italy.

Italian Art in the Age of the Baroque
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. Focusing on the often paradoxical nature of Baroque art, the course 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. The course is designed to help students develop the skills necessary to “read” works of art in all their rich complexity of form and meaning.

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

French Art: Renaissance to Rococo, 1520–1770
ARTH-UA 313  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.
Topics include arrival of the Italian Renaissance in France during the reign of Francis I and the completion of the palace at Fontainebleau; the revival of art around 1600 after the religious wars of the Reformation; the impact of Caravaggio in France; Poussin and Claude Lorrain in Rome, and other painters in Paris (for example, Vouet, Champagne, and Le Nain); artistic splendors of the court of Louis XIV at Versailles; and the rococo of Watteau, Chardin, Boucher, and Fragonard.

Art in Spain from El Greco to Goya
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.
The first third of this course focuses on the major figures in the development of early modern Spanish art: El Greco in Italy and Toledo, Velázquez, Zurbarán, Murillo, Ribera, Valdés Leal, and others. Lectures on still life painting and polychrome wood sculpture are also included. The 18th century (the Tiepolo family, Meléndez) is then discussed. The focus then shifts to the art of Francisco de Goya and the projection of Spanish art into the modern era. This course also seeks to define Spain in the 16th and 17th century as a global power and thus emphasis is also placed on art in such New World centers as Mexico City and Lima in the colonial 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.
Not a traditional survey, this course opens 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. Major emphasis is given to colonial painting, sculpture, and architecture in Mexico and Central America, the Caribbean, and the Andes. Painting and sculpture
of the 19th century and the secularization of Latin American art is then examined before a discussion of the establishment of modernism that comes about with the formation of academies and the travels of many artists from all parts of Latin America and the Caribbean to Europe and the U.S. from 1900 onward. Important modern artists such as the Mexican muralists, Frida Kahlo, Joaquín Torres-García, Tarsila do Amaral, Wifredo Lam, and the surrealists will bring the course up 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.

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 (MAP-UA 722), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
Focusing on the creation of modern building types such as the bank, state capitol, museum, railroad station, and skyscraper, the course begins in the later 18th century with the idealistic designs of Ledoux and Boulée. After considering the forms and meanings associated with neoclassicism, the course examines the Gothic revival and subsequent 19th-century movements (e.g., high Victorian Gothic, Second Empire, beaux-arts classicism) as efforts to find appropriate expressions for diverse building forms. Students consider changes resulting from the Industrial Revolution, including developments in technology, and the reforms of art nouveau and secession architecture. Works of Adam, Soane, Jefferson, Schinkel, Pugin, Richardson, and Sullivan; McKim, Mead, and White; Mackintosh, early Frank Lloyd Wright, and others.

Modern Architecture: 1914 to the Present
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 (MAP-UA 722), or a score of 5 on the AP Art History exam. Offered every year. 4 points.
Chronological account of architecture and ideas since 1914. Considers such subjects as currents on the eve of the First World War, new technology, and the impact of the war; architecture and politics between the wars; the rise of expressionist design; the international style and the concurrent adaptation of traditional styles; art deco design; mid-century glass curtain-wall architecture; brutalism; and reactions to modernism. Includes ideological and political considerations and works by Frank Lloyd Wright, Le Corbusier, Ludwig Mies van der Rohe, Louis Kahn, Alvar Aalto, Philip Johnson, James Stirling, Frank Gehry, and Santiago Calatrava, among others.

Neoclassicism to Realism
ARTH-UA 411 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 shaped the visual arts in two seemingly antithetical ways. On the one hand, the period’s valorization of cool rationalism contributed to the rise of neoclassicism as a dominant style during the 18th century. The other course of Enlightenment thinking, exemplified by the writings of J. J. Rousseau, celebrated emotion as the purest form of intellectual as well as spiritual expression. Romanticism, with its emphasis on subjectivity and intense emotionalism, is as much a product of the Enlightenment as neoclassicism. Following on the heels of romanticism, realism has been alternately described as a rejection of romanticism and as an extension of it. Focusing on these three stylistic movements, this course 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 Expressionism
ARTH-UA 412 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.
Beginning by considering how impressionism refined and redirected the artistic aims of 19th-century
realism, this course 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 Abstract Expressionism**

ARTH-UA 413  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, this course examines its international reverberations, including Italian futurism, the later phases of German expressionism, the de Stijl movement in the Netherlands, and suprematism and constructivism in revolutionary Russia. The dada movement in the period during and after World War I is examined as a reaction to the apparent bankruptcy, cultural and artistic, of Western civilization. However, this nihilistic impulse is followed by a “return to order” in the 1920s. The course then examines the tensions in the multiple currents of surrealism: metamorphic, academic, and abject. Painting after World War II, from Pollock to Dubuffet, is analyzed as an extension and transformation of prewar trends.

**Postmodern Art and Contemporary Art**

ARTH-UA 414  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.

Surveys art in the postmodern era, ca. 1955 to the present. After examining the innovations of the neo-avant-garde generation (1955–75), our focus shifts from the radical innovations in mediums, materials, and techniques to the expanded field of critical engagement that contemporary art encompasses. Discrete “early” developments sometimes dubbed neo-dada, such as op, pop, and fluxus, but also minimalism, conceptual art, and arte povera, radically diversified the look of art and forced the dissolution of stylistic and formal categorization in favor of a classification based on a particular question, mediatic intervention, or mode of critique. If the late 20th century brought a new emphasis on gender, race, and a number of newly pressing political forces and motivations, as we enter the 21st century, post-studio (and perhaps also “post-critical”) artistic practices increasingly tend to be reoriented toward technology and globalism, further complicating our idea of art’s relationship with its own present.

**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 the other visual arts: painting, sculpture, architecture, installation, and performance, among others. Beginning with the medium’s invention and the early fights of its practitioners to establish themselves as fine artists, the course describes photographers’ unique attempts to negotiate their relationships with both artistic movements and the media culture of which they are a part. Robinson, Cameron, Emerson, F. Holland Day, Stieglitz, Moholy-Nagy, Rodchenko, Weston, Álvarez Bravo, Lartrigue, De Carava, Cahun, Robert Frank, Diane Arbus, and Cindy Sherman (among others) are seen within the context of their respective art worlds, so the impact of art movements, cultural attitudes, and new technologies on photographers during different historical periods can be assessed.

**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. The course focuses on the popular forms of photographic imagery, such as advertising, fashion, travel photography, family portraits and snapshots, scientific documents, documentary reform, and photojournalism, as well as describes the medium’s relationship to Western (and global) social history during the modern era. Brady, Warhol, Capa, Nadar, Martin Chambi, Atget, Tomatsu, Muybridge, Curtis, Bourke-White, Gordon Parks, Álvarez Bravo, and Berenice Abbott are in the cast of characters to be discussed, and readings include those by 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. The readings include essays by critics Roland Barthes, Donna Haraway, Susan Sontag, Boris Groys, and bell hooks, as well as articles or excerpts by Thomas Kuhn, Mircea Eliade, John Berger, and George Kubler. Critical essays are interspersed with other kinds of texts, such as The Tibetan Book of the Dead, Persepolis, Black Elk Speaks, and the novel Perfume. This mixture of topics, texts, and issues is designed to broaden students’ understanding of important concerns in philosophy, art history, science, literature, and cultural studies that are relevant to photography. Class time is spent in analysis of these texts in relation to historical and contemporary pictures.

**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 the history and theory of museums and the art market. It 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. Throughout, the class makes use of museums, galleries, and auction houses in New York.

**Advanced 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. The materials are presented in a chronological and thematic approach corresponding to the major dynastic and cultural changes of China, Korea, and Japan. Teaches how to “read” works of art in order to interpret a culture or a historical period; 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 Present**

ARTH-UA 511  *Identical to EAST-UA 92. Offered periodically. 4 points.*

An introductory survey of the arts in China, Japan, and Korea from approximately 1000 C.E. The course 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, developments that accelerated in the last millennia up to the present. 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. Diverse regions were linked by trade, politics, and cultural relationships, and interaction can be charted through the changing forms and functions of art. 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. We look at art in a variety of media, including, but not limited to, architecture, urban form, sculpture, painting, and performance.

**South Asian Art II: 1200 to Present**

ARTH-UA 531  *Offered periodically. 4 points.*

An introductory survey of the history of South Asian art from ca. 1200 C.E. to the present. It begins with the introduction of Islamic artist traditions into the Indian subcontinent through the establishment of the Delhi Sultanate, which effectively integrated itself into a widely diverse and multicultural range of preexisting artistic practices. It 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, it 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, but not limited to, painting, sculpture, architecture, and photography—this course considers the ways in which art actively served as expressions 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—is the subject of this course. 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. The course covers architecture, sculpture, textiles, paintings, jewelry, and ceramics. Field trips to museums and/or private collections supplement class lectures.

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. The course concludes with the modern period. Stresses the history of furniture, although the course also covers glass, silverware, tapestries, ceramics, wallpaper, carpets, and small bronzes.

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 according to the material chosen for the course. 4 points.
Subjects change from semester to semester and are 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.

Note: Any course in the Urban Design and Architecture Studies program may be counted as an elective for the art history major.

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 particular concern to the faculty member offering the seminar. Requires oral report(s) and/or a substantial paper.

Honors Thesis and Independent Studies 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 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. 2 to 4 points per term.

Independent study consists of the investigation, under the guidance and supervision of a designated instructor, of a research topic agreed on by the student and instructor and approved by the chair. Requires a substantial report written by the end of the term. Internships receive a maximum of 2 points, and written work is required, just as it is for any other independent study. Prior approval by a faculty member is required for internship credit.

Graduate Courses Open to Undergraduates
Juniors and seniors who are credited with 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: 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.

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.

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.

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 Pavillion, and others. Lectures analyze monuments within their contexts of time and place. Also considers aspects of city planning in relation to certain monuments and to the culture and events of their time.

Shaping the Urban Environment
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. Students investigate 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.
European Architecture of the Renaissance
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 in Europe in the Age of Grandeur (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 (MAP-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 (MAP-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 periodically. 4 points.

Examines the history of architecture and urbanism through the landmark buildings and neighborhoods of New York City. Students consider 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. Students can expect both a survey of city planning history and consideration of thematic issues. Lectures and readings emphasize 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. Course work includes readings of primary documents and recent interpretations, individual research, and field trips to notably planned sites in the New York area.

Special Topics in Urban Design and Architecture Studies
ARTH-UA 650 and ARTH-UA 850  Prerequisites vary according to the material chosen for the course. 4 points.

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

Urban Design and Architecture Studies: Seminars
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.

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

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.

On the basis of selected topics, 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? Through lectures, reading assignments, discussions, and field trips, we investigate some of the major components of the city’s infrastructure, such as the street grid, water supply, waste disposal, and subway system.

Urban Design and the Law
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.

Focuses on alternative futures for the city of tomorrow that may be effected through the development of new forms of technology and the utilization and exploitation of the state of the art in urban structural designs. Topics include redesign of the business district; recovery of city resources; and social, political, and economic implications of new city forms considered in projections for a new urban face.

Drawing for Architects and Others
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 year. 2 points.

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

**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 participate in field walks and attend in-class lectures and discussions. A principal objective of the course is to have 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. The goal is to have them deepen their understanding of phenomena that they have observed firsthand.

**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. Offered every year. 4 points.
Combines the reading and writing of architectural criticism. Students read the work of prewar and postwar architecture critics, focusing on those who live(d) and work(ed) in New York City and those who write and wrote for the popular press. Six class sessions are devoted to thematic groupings of reviews—on the skyscraper, the museum, urban planning, and more—in order to compare critical language, approach, and taste, while also tracking changes in architectural style from 1900 to the present. These reviews are supplemented with readings in architectural theory that attempt to define the styles of the past and present century. Students also write three reviews themselves, including one on a building, shop, or urban plan of their choice. The course should offer 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. Students study the research and observations of William H. Whyte and 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. Through case studies, students learn about the field as a civic responsibility and public activity. It is, therefore, very much a course in civics, as it aims to equip and energize 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.

**Honors Thesis and Independent Studies 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 in the first term of their senior year and who have the permission of the director of undergraduate studies. See this department’s subheading “Graduation with Honors” for eligibility requirements. Students are expected to work on their theses over a period of two semesters. A GPA of 3.65 in urban design courses and an overall GPA of 3.65 as stipulated by the College’s honors program regulations are necessary. 4 points.

**Independent Study**
ARTH-UA 803, 804 Prerequisites: written permission of the program director and of an adviser. 1 to 4 points per term.
See this department’s subheading “Honors Thesis and Independent Studies in Art History.”

**Urban Design and Architecture Studies: Courses in Other Departments Counting 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.

**Cities in a Global Context**
SCA-UA 602  4 points.
See description under Metropolitan Studies.

**Urban Economics**
ECON-UA 227  Identical to SCA-UA 751. Prerequisite: Economic Principles II (ECON-UA 2) or Introduction to Economic Analysis (ECON-UA 5). 4 points.
See description under Economics.

**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 Undergraduates**
Under special circumstances, students are allowed to enroll for courses in the Graduate School of Arts and Science and in the Robert F. Wagner Graduate School of Public Service. If these courses are credited toward the undergraduate degree, no advanced credit is allowed toward a graduate degree. The Wagner program offers undergraduate courses in management of nonprofit organizations and in the role of government in art production and consumption.
The Asian/Pacific/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—can be taken in any order:

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- Approaches to the Asian/Pacific/American Experience (SCA-UA 301), or the Morse Academic Plan course Cultures and Contexts: Asian/Pacific American Cultures (MAP-UA 539)

Seven elective courses:

- Five designated Asian/Pacific American studies courses. One language course can count as an elective.
- Common electives. (A list will be available each semester.)

Two research courses:

- Internship Fieldwork and Internship Seminar (SCA-UA 40 and SCA-UA 42), related to Asian/Pacific American studies
- Senior Research Seminar (SCA-UA 90), pertinent to Asian/Pacific American studies

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

Minor

Five courses (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) or the Morse Academic Plan course Cultures and Contexts: Asian/Pacific/American Cultures (MAP-UA 539)—plus four electives from the A/P/A studies course offerings.

Honors

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

COURSES

**Introductory Core**

**Concepts in Social and Cultural Analysis**

SCA-UA 1  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. The course surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, and knowledge), each one considered within a two-week unit.

**Approaches to the Asian/Pacific/American Experience**

SCA-UA 301  Cultures and Contexts: Asian/Pacific American Cultures (MAP-UA 539) can substitute for this course. Offered every year. 4 points.

This interdisciplinary course provides a general introduction to the themes of Asian/Pacific American studies through class discussions, guest speakers, and visits to community organizations, in addition to traditional class methods. Emphasizing historical perspectives, it explores concepts of “home” and “community,” as well as “Asian” and “American” in the context of Asian/Pacific American experiences. Issues covered may include diaspora and migration, colonialism, orientalism, labor, family/community formations, national and international law/policy vis-à-vis Asian/Pacific Americans, intersections of sex/gender/race, education, popular culture and representation, activism, pan/ethnic identities, and electoral politics.

**Research Core**

**Senior Research Seminar**

SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1) and either Approaches to the Asian/Pacific/American Experience (SCA-UA 301) or Cultures and Contexts: Asian/Pacific/American Cultures (MAP-UA 539). Offered every semester. 4 points.

An advanced research course in A/P/A studies. Students work individually and collaboratively on part of a class research project pertaining to the major in Asian/Pacific American studies. Each student completes an extended research paper that makes use of various methodological skills.

**Honors Track**

**Senior Honors Seminar**

SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major) and permission of the department. Offered in the 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 in the spring. 4 points.
MAJOR/MINOR IN ASIAN/PACIFIC/AMERICAN STUDIES

Internship Program

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

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

Elective Courses

Asian American Literature
SCA-UA 306 Identical to ENGL-UA 716, COLIT-UA 301. Offered every year. 4 points.
This overview course examines the production of Asian American writing and literary/cultural criticism up to the present. Focuses on significant factors affecting the formation of Asian American literature and criticism, such as changing demographics of Asian American communities and the influence of ethnic, women's, and gay/lesbian/bisexual studies. Included is a variety of genres (poetry, plays, fiction and nonfiction, literary/cultural criticism, and nontraditional forms) by writers from diverse ethnic backgrounds. Explores the ways in which the writers treat issues such as racial and ethnic identity, immigration and assimilation, gender, class, sexuality, nationalism, culture and community, history and memory, and art and political engagement.

Cinema of Asia America
SCA-UA 310 Identical to EAST-UA 314, CINE-UT 315. Offered every other year. 4 points.
 Begins with a critical history of misrepresentation and discrimination of Asians in Hollywood, then creates an arc of study that documents resistance and ultimately an undeniable and empowered presence. The second half of the semester focuses on a critical appreciation of contemporary Asian and Asian American film. Uses both screenings and readings and is divided into four areas of concentration: the history of misrepresentation in Hollywood films; the appropriation of Asian paradigms by Hollywood; the achievements of contemporary Asian American films; and the achievements of exemplary Asian filmmakers who have transcended regional and artistic borders.

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

Asian/Pacific American Popular Culture
SCA-UA 320 Offered every third year. 4 points.
Examines the ways in which Asian/Pacific Americans have constituted and positioned their identities through various mediums of popular culture from the 1930s to the present. In particular, emphasizes popular institutions of representation, including music, theatre, fashion, television, and film, to examine the complex relationship between Asian/Pacific American representational practices and their material experiences in sociopolitical locations. In addition, considers the multiple and differentiated interpretive strategies of Asian American consumers of popular culture. How are Asian/Pacific American consumption and reception practices constituted differently across lines of class, gender, and sexuality?

Multiethnic New York
SCA-UA 363 Offered every two years. 4 points.
As a global city, New York is one of the most ethnically and culturally diverse places in the world. In particular, the growth of migrant populations from Asia, Latin America, and the Caribbean is driving the transformation of New York’s economic, social, and political landscape. This course both explores the global socioeconomic conditions that facilitate and sustain these migrations and examines the cultural practices, imaginaries, and strategies of migrants as they become part of the city.
The Constitution and People of Color
SCA-UA 366  Identical to POL-UA 801, LWSOC-UA 327. Offered every year. 4 points.
Examines how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Topics include the denial of citizenship and naturalization to slaves and immigrants, government-sanctioned segregation, the internment of Japanese Americans during World War II, the prison industry, police brutality, post-9/11 detention issues, and voting rights. Course requirements include attendance at a community function involving constitutional issues, a midterm, and an interactive oral and written final project comparing a present-day issue affecting racial minorities in New York City and proposing measures to collectively address the issue.

Reading Race and Representation
SCA-UA 368 Parikh. Offered every year. 4 points.
Much contemporary public discourse characterizes race as a problem that some individuals “have,” or, even, a “card” that some people “play.” It is rarely recognized as a structural or material dimension that comprises everyday experience and knowledge. In this course, we ask what it means to “read” race in objects, spaces, and events that for the most part do not seem to be “about” race per se. The course is organized around a series of such topics, which we consider from an interdisciplinary perspective, engaging historical and legal texts, literature, and film, as well as scholarship from anthropology, sociology, and history. Over the course of the semester, we address concepts and themes related to U.S. ethnic studies and critical race theory, including citizenship, rights, segregation, whiteness, colonialism, labor, migration, and alienness. The course provides an introduction to critical American studies as a field of scholarship that challenges our sense of the nation as socially and politically exceptional by asking what is forgotten or excluded in such a self-image.

“Chinatown” and the American Imagination:
A Field Research Course
SCA-UA 370  Identical to IDSEM-UG 1229. Offered every other year. 4 points.
What is a “Chinatown”? The word alone evokes many images, sounds, smells, and tastes from many different sensibilities. For recent immigrants, it can be a home away from home; for “outsiders,” an exotic place for cheap eats; for male action-flick fans, Chow Yun-Fat (or Mark Wahlberg) in The Corruptor; and for you? (Fill in the blank.) We explore the nooks and crannies of Chinatown in the American imagination and in its New York real-time, nonvirtual existence. How do we know what we know and do not know? What does Chinatown have to do with the formation of normative “American” identities? What are the possibilities (and limits) of crossing cultural divides? Class members individually and/or in groups research, experience, and document a chain of persons, places, and/or events, creating their own narrative “tour” of this place’s meanings. Novels, history books, tourist guides, films, and pop culture supplement the primary “text” of New York’s Chinatown. This is a collaborative, discussion-intensive, field-research-driven class.

The Immigrant Imagination
SCA-UA 371 Offered every year. 4 points.
Examines contemporary immigration through the lens of visual culture. Explores a variety of expressive forms produced by migrant subjects—including film, photography, art, and fashion—and considers how these work to narrate the experiences of travel and displacement; home and exile; leisure and labor. In doing so, students consider how these visual representations seek to express the conditions of contemporary immigration in ways that co-exist with and counter dominant depictions. We ask: How do visual practices—from filmmaking to graffitiing—operate within immigrant communities as a mode of story-telling or world-making? How have immigrants employed visual culture to narrate their cross-cultural movements, community-building efforts, political struggles, and cultural memories?

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 semester. 4 points per term.
An introduction to Filipino with an emphasis on mastering basic grammar skills and working vocabulary. Lessons incorporate discussions on history, current events, literature, pop culture, and native values. Open to beginning language students,
and lessons are modified according to the needs of individual students. Because language is key to connecting with community concerns, the course includes field trips to Filipino neighborhoods in Queens and Jersey City.

Intermediate Filipino I, II
SCA-UA 323, 324  Offered every semester. 4 points per term.
At this level, when the basic skills and working vocabulary have been mastered, emphasis can be placed on the linguistic rules to enable the student to communicate with more competence. There is also a focus on translation. Lessons use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. To observe and experience the language at work, the course includes field trips to Filipino centers in the New York/New Jersey area, as well as invited guests who converse with students in Filipino about their life and work.

Elementary Cantonese I, II
SCA-UA 331, 332  Identical to EAST-UA 410, 411. Offered every semester. 4 points per term.
An introduction to Cantonese with an emphasis on the spoken and written language and conversational proficiency as a primary goal. Emphasizes grammar, listening comprehension, and oral expressions. Designed to give beginning students a practical command of the language. Upon completion of the course, students can expect to converse in simple sentences and recognize and write about 350 Chinese characters. Students with passable conversational ability or native speakers from Cantonese-speaking communities should not enroll in this course.

Intermediate Cantonese I, II
SCA-UA 333, 334  Identical to EAST-UA 412, 413. Offered every semester. 4 points per term.
An advanced-level language and culture course following Elementary Cantonese. At this level, when the basic skills and working vocabulary have been mastered, emphasis is placed on the linguistic rules to enable students to communicate with more competence. The lessons focus not only on language, but also use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. Because language is key to connecting with community concerns, the course also includes field trips to Chinatown and other Cantonese-speaking neighborhoods.
DEPARTMENT OF

Biology

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

Chair of the Department
Professor Small

Director of Undergraduate Studies
Associate Professor Siegal

Assistant Director of Undergraduate Studies
Clinical Associate Professor Tan

Biology is concerned with the workings of life in all its varied forms. Over the past decade, biology has been revolutionized with the development of powerful molecular, cellular, genomic, and bioinformatic techniques that are now being applied across the spectrum of the science, from genetics and differentiation to biomedical applications and animal behavior. The principal aim of the Department of Biology is to provide a broad and intensive background in the modern life sciences for those interested in careers in the biological sciences, including health-related fields. An important emphasis of the department is preprofessional training, and the department has an unusually successful record in placing students in graduate, medical, and dental schools around the country.

Graduates of the department include Nobel laureates, winners of other major awards and prizes, members of prestigious academic societies, and many other notable scientists and educators. The department has a distinguished and diverse faculty that carries out research in state-of-the-art laboratories in four foundational fields of modern biology: genomics and systems biology, developmental biology, molecular and cellular biology, and evolution and environmental biology. The department is also home to NYU’s Center for Genomics and Systems Biology and the Center for Developmental Genetics, which also conduct collaborative research with institutions in the New York City area, including the American Museum of Natural History, the New York Botanical Garden, and Cold Spring Harbor Laboratory.

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FACULTY

Professors Emeriti
Dowling, Kambsellis, Stotzky, Strand

Carroll and Milton Petrie Professor of Biology
Coruzzi

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

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

Dorothy Schiff Professor of Genomics
Purugganan

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

Professors
Azmitia, Borowsky, Broyde, Carlton, Fitch, Rampino, Reiss, Rushlow, Scott, Small, Tranchina, Volk

Associate Professors
Birnbaum, Blau, Bonneau, Elchenberger, Fitch, Gunsalus, Rushlow, Siegal

Assistant Professors
Christian, Ercan, Gresham, Hochwagen, Kussell, L, Rockman, Vogel

Clinical Associate Professors
Kirov, Tan, Velhagen

Clinical Assistant Professors
Brenner, Carrozza, Katai, Killilea

Distinguished Professor in Residence
DeSalle

Global Distinguished Professor
Rajewsky

Adjunct Instructors
Grew, Lee, Maenza-Gmelch, Rogers

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
Douglas Daly, Amy Litt, Dennis Stevenson

Cold Spring Harbor Laboratory
Rob Martienssen, W. Richard McCombie

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 four foundational areas of modern biology: genomics and systems biology, developmental biology, molecular and cellular biology, and evolution and environmental biology. These four foundational areas cover the basic elements of molecular and cellular biology, genetics, evolution, organ systems, and population studies. Students are exposed to modern concepts,
state-of-the-art approaches, and current methods of experimentation in molecular biology, biochemistry, genomics, and bioinformatics through introductory courses taken at the very outset of their studies. Intermediate courses then provide in-depth exploration of the major areas of biology, including molecular genetics, developmental biology, genomics and bioinformatics, and evolution and environmental biology. Advanced students may register for graduate-level courses, which are most often given in the specialized areas of faculty research.

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

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

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

Outstanding and highly motivated students are offered special opportunities for honors work, independent study, summer laboratory research, internships, and other enhancements. Upper-level students may become involved in research projects in faculty laboratories through the many formal and informal opportunities afforded by the department. The department has a tradition of important research accomplishment and contains several specialized research and laboratory facilities that are integrated into the educational programs. These include undergraduate labs in molecular biology, cell biology, experimental physiology, genomics and informatics, and ecological analysis. Field studies are carried out at many regional sites. Department faculty are also affiliated with the NYU Center for Genomics and Systems Biology, the NYU 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 (Bachelor of Arts)

The following sixteen courses (typically 74 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.

BIOLOGY (nine courses/36 points)

- One of the following: Principles of Biology I (BIOL-UA 11), Honors Principles of Biology (BIOL-UA 13), or Principles of Biology I in London (BIOL-UA 9011)
- One of the following: Principles of Biology II (BIOL-UA 12), Honors Principles of Biology II (BIOL-UA 14), or Principles of Biology II in London (BIOL-UA 9012)
- Molecular and Cell Biology I and II (BIOL-UA 21, 22)
- Biology majors also 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 four skill categories:
  - Lab Skill Courses: At the Bench or Research Courses (BIOL-UA 27, BIOL-UA 31, BIOL-UA 36, BIOL-UA 37, BIOL-UA 49, BIOL-UA 70, BIOL-UA 130, BIOL-UA 980 or 981, or BIOL-UA 997 or 998)

Students must take at least one course from this category.
### DEPARTMENT OF BIOLOGY

- At the Bench: Experimental Physiology  
  **BIOL-UA 27**  
  **Spring**

- At the Bench: Laboratory in Genetics  
  **BIOL-UA 31**  
  **Spring**

- At the Bench: Applied Molecular Biology  
  **BIOL-UA 36**  
  **Fall**

- At the Bench: Applied Cell Biology  
  **BIOL-UA 37**  
  **Spring**

- At the Bench: Epidemiology  
  **BIOL-UA 49**  
  **Spring**

- At the Bench: Investigative Approaches to Microbiology  
  **BIOL-UA 70**  
  **Fall**

- Genomes to Molecular Machines  
  **BIOL-UA 130**  
  **Spring**

- Internship (4 points)  
  **BIOL-UA 980, 981**  
  **Fall, Sp**

- Independent Study (4 points)  
  **BIOL-UA 997, 998**  
  **Fall, Sp**

#### Quantitative Skill Courses: Math, Computer, and Modeling Courses

- (BIOL-UA 38, BIOL-UA 42, BIOL-UA 45, BIOL-UA 103, BIOL-UA 120, BIOL-GA 1007, 
  BIOL-GA 1127, BIOL-GA 1130, BIOL-GA 1131, BIOL-GA 1501, or BIOL-GA 1502)

- Students must take at least one course from this category, and may take a graduate-level course(s) 
  (BIOL-GA) with permission of the director of undergraduate studies.

- Introduction to Genomics and Bioinformatics  
  **BIOL-UA 38**  
  **Spring**

- Biostatistics  
  **BIOL-UA 42**  
  **Fall**

- Human Genetics  
  **BIOL-UA 45**  
  **Spring**

- Bioinformatics in Medicine and Biology  
  **BIOL-UA 103**  
  **Fall**

- Special Topics: Computing with Large Data Sets  
  **BIOL-UA 120**  
  **Fall**

- Bioinformatics for Biologists  
  **BIOL-GA 1007**  
  **Fall**

- Bioinformatics and Genomes  
  **BIOL-GA 1127**  
  **Spring**

- Applied Genomics: Intro to Bioinformatics and Network Modeling  
  **BIOL-GA 1130**  
  **Fall**

- Biophysical Modeling of Cells and Populations  
  **BIOL-GA 1131**  
  **Spring**

- Mathematics in Medicine and Biology  
  **BIOL-GA 1501**  
  **Fall**

- Computers in Medicine and Biology  
  **BIOL-GA 1502**  
  **Spring**

#### Reasoning Skill Courses: Reading Intensive Courses

- (BIOL-UA 30, BIOL-UA 44, BIOL-UA 58, BIOL-UA 970, BIOL-GA 1011, BIOL-GA 1023, 
  BIOL-GA 1069, BIOL-GA 1072, BIOL-GA 1082, BIOL-GA 1128, or BIOL-GA 1129)

- Students must take at least one course from this category, and may take a graduate-level course(s) 
  (BIOL-GA) with permission of the director of undergraduate studies.

- Genetics  
  **BIOL-UA 30**  
  **Fall**

- Microbiology and Microbial Genomics  
  **BIOL-UA 44**  
  **Fall**

- Evolution  
  **BIOL-UA 58**  
  **Spring**

- Honors Seminar: Signaling in Biological Systems  
  **BIOL-UA 970**  
  **Spring**

- Advanced Immunology  
  **BIOL-GA 1011**  
  **Spring**

- Hot Topics in Infectious Diseases  
  **BIOL-GA 1023**  
  **Spring**

- Principles of Evolution  
  **BIOL-GA 1069**  
  **Spring**

- Molecular Controls of Organismal Form and Function  
  **BIOL-GA 1072**  
  **TBA**

- Genes and Animal Behavior  
  **BIOL-GA 1082**  
  **Spring**

- Systems Biology  
  **BIOL-GA 1128**  
  **Fall**

- Evolutionary Genetics and Genomics  
  **BIOL-GA 1129**  
  **Spring**

#### Foundational Courses

- (BIOL-UA 23, BIOL-UA 25, BIOL-UA 26, BIOL-UA 32, BIOL-UA 48, BIOL-UA 50, BIOL-UA 100, 
  BIOL-UA 201, BIOL-UA 202, BIOL-UA 332, BIOL-GA 1004, BIOL-GA 1006, BIOL-GA 1027, 
  BIOL-GA 1031, BIOL-GA 1080, or BIOL-GA 1101)

- Students must take at least one course from this category, and may take a graduate-level course(s) 
  (BIOL-GA) with permission of the director of undergraduate studies.
### Department of Biology

- **Vertebrate Anatomy** (BIOL-UA 23) Spring
- **Principles of Animal Physiology** (BIOL-UA 25) Fall
- **Developmental Biology** (BIOL-UA 26) Fall
- **Gene Structure and Expression** (BIOL-UA 32) Spring
- **Endocrinology** (BIOL-UA 48) Spring
- **Immunology** (BIOL-UA 50) Fall
- **Introduction to Neural Science** (BIOL-UA 100) Fall
- **Cellular and Molecular Neuroscience** (BIOL-UA 201) Fall
- **Behavioral and Integrative Neuroscience** (BIOL-UA 202) Spring
- **Current Topics in Earth System Sciences** (BIOL-UA 332) Spring
- **Environmental Health** (BIOL-GA 1004) Spring
- **Toxicology** (BIOL-GA 1006) Fall
- **Advanced Topics in Cellular and Molecular Immunology** (BIOL-GA 1027) Spring
- **Special Topics in Physiology** (BIOL-GA 1031) Fall
- **Animal Virology** (BIOL-GA 1080) Fall
- **Neuronal Plasticity** (BIOL-GA 1101) Spring

Students choose their fifth upper-level biology course from any of the four skill categories above.

**CHEMISTRY** (four courses/24 points)
- 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)

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

**MATHEMATICS** (one course/4 points)
- Calculus I (MATH-UA 121)

A maximum of 4 points in either Independent Study (BIOL-UA 997, 998) or Internship in Biology (BIOL-UA 980, 981) may be counted toward fulfilling the major requirements.

To permit the maximal choice of appropriate advanced 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 and Molecular and Cell Biology (BIOL-UA 21, 22) as sophomores.

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

**Biology major with a minor in computer science:** For students who wish to combine their biology training with basic information on computer operations. The computer science minor requires four 4-point courses: Calculus I (MATH-UA 121), Introduction to Computer Science (CSCI-UA 101), Data Structures (CSCI-UA 102), and Computer Systems Organization (CSCI-UA 201). Suggested elective courses in biology for this combination are: Introduction to Genomics and Bioinformatics (BIOL-UA 38), Bioinformatics for Biologists (BIOL-GA 1007), Bioinformatics and Genomics (BIOL-GA 1127), Systems Biology (BIOL-GA 1128), and Applied Genomics: Introduction to Bioinformatics and Network Modeling (BIOL-GA 1130).

**Minor**

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

**Minor in molecular and cell biology:** BIOL-UA 11, 12, plus BIOL-UA 21, 22 and 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, plus BIOL-UA 21, Genetics (BIOL-UA 30), and At the Bench: Laboratory in Genetics (BIOL-UA 31)

Minor in genomics and bioinformatics: BIOL-UA 11, 12, plus BIOL-UA 21, At the Bench: Introduction to Genomics and Bioinformatics (BIOL-UA 38), and one of the following: Microbiology and Microbial Genomics (BIOL-UA 44), Bioinformatics and Genomes (BIOL-GA 1127), or Systems Biology (BIOL-GA 1128)

Minor in environmental biology: BIOL-UA 11, 12 or the equivalent; one of the following laboratory courses: Field Laboratory in Ecology (BIOL-UA 16), Urban Ecology (BIOL-UA 18) or Ecological Analysis with Geographic Information System (BIOL-UA 64); and two of the following: Evolution (BIOL-UA 58), Introduction to Ecology (BIOL-UA 63), Biogeochemistry of Global Change (BIOL-UA 66), or Current Topics in Earth System Sciences (BIOL-UA 332).

Advanced Placement
Students who achieve a score of 4 or 5 on the College Entrance Examination Board Advanced Placement Examination may be granted permission to register for Honors Principles of Biology I, II (BIOL-UA 13, 14) or may occasionally be exempted from taking any Principles sequence, but they must first take a placement exam administered by the Department of Biology.

Graduate Courses
A number of courses in specialized fields are given 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 signature of the course instructor and the director of undergraduate studies and have their registration material approved in the department's graduate office.

Honors Program
Candidates for a degree with honors in biology must have an overall GPA of at least 3.65 and a minimum 3.65 GPA in all science and mathematics courses required for the major. Departmental honors candidates must also take one honors-level seminar in biology, either BIOL-UA 970 or an equivalent. They must take at least one semester of a 4-point Independent Study (BIOL-UA 997, 998) or 4-point Internship (BIOL-UA 980, 981) that must be a laboratory-based research project. Subsequently, honors candidates must register for BIOL-UA 999 to prepare a written thesis based on the research results from their independent study or internship experience and to defend the thesis at an oral examination before a faculty committee. Application forms, available at the biology departmental office, must be submitted by the beginning of the final semester. It is the student's responsibility to secure a faculty member to sponsor the research and to provide laboratory space and equipment. All necessary arrangements should be completed by the end of the junior year. For general requirements, please see the Honors and Awards section of this Bulletin.

Courses that Do Not Count Toward the Major or Minor

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.
This course covers the cosmic, geological, and biological history of earth. The 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. The course 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.
Investigation into how the human body functions. Overview of cellular structure and function is followed by an in-depth study of the nervous, endocrine, cardiovascular, and other organ systems.
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. Velhagen. 4 points.

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

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

The course is geared toward beginning health professional students. It focuses on how the human body works. Anatomy is also discussed, since the various physiological mechanisms are possible only because of its close interrelationship. Students are introduced to both clinical and research methodologies and are able to 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 earth and environmental science. May not be taken after BIOL-UA 11, 12. Lecture. Offered in the summer. Brenner. 4 points.

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

Major/Minor Courses

CORE COURSES IN BIOLOGY

Principles of Biology I, II
BIOL-UA 11, 12  Prerequisite for BIOL-UA 11: high school chemistry. Prerequisite for BIOL-UA 12: BIOL-UA 11 or equivalent. Strongly recommended, at least concurrently: General Chemistry I and II and Laboratories (CHEM-UA 125, 126). Lecture and laboratory. Offered in the fall (I), spring (II), and summer (I and II). 4 points per term.

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

Principles of Biology I, II in London
BIOL-UA 9011, 9012  Identical to BIOL-UA 11, 12, with the same prerequisites and requirements.

Honors Principles of Biology I, II
BIOL-UA 13, 14  Prerequisite for BIOL-UA 13 and BIOL-UA 14: high school chemistry. Prerequisites for BIOL-UA 14: BIOL-UA 13, BIOL-UA 11, or equivalent, and permission of the instructor. Strongly recommended, at least concurrently: General Chemistry I and II and Laboratories (CHEM-UA 125, 126). Entry is determined by the student’s performance on the Advanced Placement Examination, as well as a placement exam administered by the Department of Biology. Lecture and laboratory. Offered in the fall (I) and spring (II). Borowsky, Fitch, and staff. 4 points per term.

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

Molecular and Cell Biology I, II
BIOL-UA 21, 22  Prerequisites for BIOL-UA 21: Principles of Biology I, Honors Principles of Biology I, or Principles of Biology I in London (BIOL-UA 11, 13, or 9011); Principles of Biology II, Honors Principles of Biology II, or Principles of Biology II in London (BIOL-UA 12, 14, or 9012); and General Chemistry I and II and Laboratories (CHEM-UA 125, 126). Prerequisite for BIOL-UA 22: BIOL-UA 21. Lecture and recitation. Offered in the fall and spring. Sicchitano and staff. 4 points per term.
In-depth study of cell biology, with an emphasis on the molecular aspects of cell function. Topics include protein structure and synthesis, gene expression and its regulation, cell replication, and specialized cell structure and function. The course provides an introduction to genomics and bioinformatics and examines developmental biology, evolution, and systems biology.

**UPPER-LEVEL COURSES IN BIOLOGY**

**Field Laboratory in Ecology**

BIOL-UA 16  Prerequisites: Principles of Biology I, Honors Principles of Biology I, or Principles of Biology I in London (BIOL-UA 11, 13, or 9011) and Principles of Biology II, Honors Principles of Biology II, or Principles of Biology II in London (BIOL-UA 12, 14, or 9012). Lecture. Offered in the spring. Maenza-Gmelch. 4 points.

Provides field experience related to ecology. Study sites include pine barrens, salt marsh, swamp, maritime forest, coastal beach and dune, urban wildlife refuge, and bog. Exercises in carbon storage, effects of biological invasions on native communities, restoration ecology, and wetland processes, combined with careful attention to the identification of the floral and faunal components of each ecosystem, provide the students with strong practical experience that is coordinated with the syllabus for Introduction to Ecology (BIOL-UA 63). Selected current readings from *Science* and *Nature*, as well as relevant methodology papers from the scientific literature, are used. Practical skills gained in this course are familiarity with local flora and fauna, use of topographic maps and the global positioning system, methods for sampling natural communities, water sampling, familiarity with the format of a scientific paper, and enhanced understanding of complex ecosystems.

**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.

Urban ecology focuses on the interactions between plants, animals, and the environment in an urban setting. NYU is the perfect place to get outside to observe and analyze these interactions directly. 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 socioeconomic interact, and how biogeochemical and hydrologic cycles function in an urban ecosystem. This course is 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. Velhagen. 4 points.

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

**Developmental Biology**

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. Small. 4 points.

Introduction to the principles and experimental strategies of developmental biology. Covers the cellular and molecular basis for pattern in the embryo; the determination of cell fate; cell differentiation; the genes controlling these events; how they are
identified and studied; and the cellular 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.

This advanced-level course 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 show 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, Honors Principles of Biology I, or Principles of Biology I in London (BIOL-UA 11, 13, or 9011), and Principles of Biology II, Honors Principles of Biology II, or Principles of Biology II in London (BIOL-UA 12, 14, or 9012); corequisite: Molecular and Cell Biology I (BIOL-UA 21). Lecture and recitation. Offered in the fall. Rushlow. 4 points.

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

**At the Bench: Laboratory in Genetics**

BIOL-UA 31  Prerequisites: Genetics (BIOL-UA 30) and permission of the instructor. Laboratory. Offered in the spring. 4 points.

Covers genetic principles by means of a project-based laboratory. Students characterize mutants genetically and phenotypically. Analyses of dominance, linkage, recombination, dosage effects, and complementation are performed in the first part of the course. The second part of the course addresses genetic approaches made possible by the availability of complete genome sequences (genomics). Special note: Although the class is held at the listed hours (as described 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. Brodye. 4 points.

Intermediate course in the molecular basis of gene action in viruses, prokaryotes, and eukaryotes. Covers topics drawn from the following areas or other current work: structure and organization of the genetic material, replication, repair, transcription, translation, recombination, oncogenesis, and regulation of gene expression.

**At the Bench: 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. A practical course designed to provide the interested student with experience in basic molecular biology techniques, including gene amplification by polymerase chain reaction (PCR), DNA isolation and modification, bacterial transformation, preparation of plasmid DNA, and restriction enzyme analyses.

**At the Bench: Applied Cell Biology**

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. In the laboratory, students study the fundamentals of cell biology and the experimental approaches used to examine the cell. Experimental topics cover cellular, subcellular, and
Introduction to Genomics and Bioinformatics  
BIOL-UA 38  
Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered in the fall.  
Gunsalus. 4 points.  
Fueled by recent advances in technical and informatic approaches to data collection and analysis, the biological sciences have entered a new era in which vast amounts of genome-scale sequence and functional data are becoming available for a large number of species. This new data is allowing scientists to explore biological function on an unprecedented scale. Familiarity with the fields of genomics and bioinformatics, which impact society on all levels, is vital for the next generation of scientists. This survey course introduces students to a broad range of topics in the fields of genomics and bioinformatics through lectures and hands-on exercises.

Biostatistics  
BIOL-UA 42  
Prerequisites: Principles of Biology I, Honors Principles of Biology I, or Principles of Biology I in London (BIOL-UA 11, 13, or 9011), and Principles of Biology II, Honors Principles of Biology II, or Principles of Biology II in London (BIOL-UA 12, 14, or 9012). Offered in the fall. 4 points.  
The ability to organize and analyze biological data is an essential research tool. This course provides an introduction to the use of statistical methods for analyzing biological data. It 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 can realize 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. 4 points.  
Deciphering the information encoded in the human genome is one of the great challenges of the 21st century. This course provides an introduction to the human genome and the statistical methods that are required for its study. Fundamental concepts in human genetics are introduced, including inheritance of Mendelian disease, population genetics, multifactorial disease, and functional genomics. Accompanying each topic is an 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. Hands-on experience is provided through weekly exercises using the statistical programming language R.

Endocrinology  
BIOL-UA 48  
Prerequisite: Principles of Animal Physiology (BIOL-UA 25). Offered in the spring.  
Scott. 4 points.  
Introduction to endocrinology, with attention to the signals generating hormone synthesis and release, the means by which hormones mediate tissue responses, and the mechanisms and consequences of their interaction with target organs. Emphasizes the physiologic aspects of these processes.

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 can be defined as the study of the frequency, distribution, and determinants of health related states or events. This course provides an introduction to this advanced discipline through discussions of important concepts, and 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. The course also 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 case study includes a paper and a presentation, which help students develop communication skills.
Immunology
BIOL-UA 50  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered in the fall. Reiss. 4 points.
Introduction to immunology, with attention to the genetics and molecular and cell biology of antibody production; T-cell mediated immune responses; and innate immunity. Topics include the nature of antigens, hypersensitivities, transplantation, cytokines, autoimmunity, cancer, response to infection, and vaccines.

Evolution
BIOL-UA 58  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered in the fall. Fitch. 4 points.
Introductory course covering a broad range of topics in modern evolutionary thought and practice, including ecological context of evolutionary change, interpretation of the fossil record, patterns of extinctions, speciations and biogeographic distributions, genetic variation and population structure, natural selection and adaptations, reconstruction of evolutionary history and phylogeny, molecular evolution, evolutionary novelties and the evolution of developmental systems, and human evolution and social issues.

Introduction to Ecology
BIOL-UA 63  Prerequisites: Principles of Biology I, Honors Principles of Biology I, or Principles of Biology I in London (BIOL-UA 11, 13, or 9011), and Principles of Biology II, Honors Principles of Biology II, or Principles of Biology II in London (BIOL-UA 12, 14, or 9012). Offered in the spring. Maenza-Gmelch. 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, Honors Principles of Biology I, or Principles of Biology I in London (BIOL-UA 11, 13, or 9011), and Principles of Biology II, Honors Principles of Biology II, or Principles of Biology II in London (BIOL-UA 12, 14, or 9012). Offered in the spring. 4 points.
The ability to organize and analyze ecological data is an essential research tool. Geographic information systems (GIS) are computerized systems for the capture, storage, management, analysis, and display of geographically referenced data and their attributes. In this course, mastering the basic principles and applications of GIS, including coordinate systems, data transformations, spatial analysis, and accuracy assessment, is emphasized. Laboratory exercises use ecological data and examples to 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. 4 points.
An upper-level elective course 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. In addition, the course includes such applied microbiology as microbial analysis of water and antimicrobial sensitivity testing. This course provides an investigative approach to learning many of the standard techniques of a microbiology lab.

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 are able to study the
function of many genes. We have the ability to compare genes in normal vs. diseased cells to help us better understand the molecular mechanisms of the different diseases. In this course, 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.

**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.

An upper-level elective lab course for students majoring in biology and those seeking to fulfill requirements for entrance into advanced degree programs. 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. *S. cerevisiae* is a unicellular eukaryote, better known as baker’s yeast, that is a widely used biochemical and genetic model organism. 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.

**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  
**Formerly Physiological Psychology II (BIOL-UA 40). 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.

**Neurobiology: Genes, Neurons, and Behavior**

BIOL-UA 310  
**Prerequisites:** Principles of Biology I, Honors Principles of Biology I, or Principles of Biology I in London (BIOL-UA 11, 13, or 9011) and Principles of Biology II, Honors Principles of Biology II, or Principles of Biology II in London (BIOL-UA 12, 14, or 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. This course 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). In these, the course 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. The course concludes with examples of human nervous system pathologies with genetic bases.

**Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution**

BIOL-UA 332  
**Identical to ENVST-UA 332. Rampino. Offered in the spring. 4 points.**

See Environmental Studies in this Bulletin for prerequisites and course description.

**Honors Seminar: 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.

This upper-level course, or a comparable one, is required of all students planning to graduate with honors in biology. It uses the fundamental and broad topic of signaling in biological systems to introduce students to reading and analyzing papers from the primary literature. These papers cover a wide range of different biological model systems. The course also covers topics such as scientific ethics, writing fellowship proposals and papers, giving presentations, and aspects of lab safety. It equips students with the skills needed for independent research.

**Internship in Biology**

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.

**Independent Study**

BIOL-UA 997, 998  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, BIOL-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. 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**

BIOL-UA 999  Prerequisites: Independent Study (BIOL-UA 997 or 998) or Internship in Biology (BIOL-UA 980 or 981); a minimum GPA of 3.65 overall; a minimum GPA of 3.65 in all science and mathematics courses required for the major; and permission of a sponsor and the director of undergraduate studies. Open to biology majors only. May not be used for the major in biology. Offered in the fall, spring, and summer. 2 points.

For biology majors who have completed at least one semester of laboratory research (BIOL-UA 997 or 998, or BIOL-UA 980 or 981) and are able to expand this work into a thesis. Requires a full literature search of the subject and a formal written report on the research in publication form.

**Graduate Courses Open to Undergraduates**

Note: Students must have completed Molecular and Cell Biology I, II (BIOL-UA 21, 22)

**Environmental Health**

BIOL-GA 1004  Identical to EHSC-GA 1004. May not be taken after BIOL-GA 2305 (EHSC-GA 2305). Lippman. 4 points.

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

**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**

BIOL-GA 1007  Prerequisites: Introduction to Genomics and Bioinformatics (BIOL-UA 38) and permission of the instructor. Lecture. Gunsalus. 4 points.

Provides introductory theory and hands-on training in bioinformatics for graduate students or advanced undergraduates in biology who have no prior computational experience. Students learn basic computer programming as applied to bioinformatics, as well as foundational concepts and practical tools that provide a starting point for further advanced study in bioinformatics and computational biology.
Advanced Immunology
BIOL-GA 1011  Prerequisite: Immunology (BIOL-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
BIOL-GA 1020  Prerequisite: Immunology (BIOL-UA 50), or Advanced Immunology (BIOL-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.

Hot Topics in Infectious Diseases
BIOL-GA 1023  Prerequisite: Microbiology and Microbial Genomics (BIOL-UA 44) or Immunology (BIOL-UA 50). Lecture. Eichengerger and Reiss. 4 points.
The course is designed as a detailed survey of some of the most important human microbial pathogens. It investigates these agents in detail and includes the most cutting-edge basic research findings, as well as epidemiology, treatment and prevention of infections. The course is organized as a lecture course but interactivity with the students is greatly encouraged. At the end of the course, students make an oral presentation on a topic of their choice.

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

Special Topics in Physiology
BIOL-GA 1031  Prerequisite: Principles of Animal Physiology (BIOL-UA 25). Scott. 4 points.
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.

Electron Microscopic Techniques
BIOL-GA 1033  Prerequisite: permission of the instructor. Enrollment limited. Lecture and laboratory. Tan. 4 points.
Introduction to the principles and techniques of electron microscopy as applied to biological systems. The theory of tissue preparation by various means and the relationship between cell structure and function are examined through the microscope. Laboratory includes methods of preparation of animal (or plant) tissue for visualization of profiles in the transmission electron microscope.

Experimental Microbiology
BIOL-GA 1037  Prerequisite: Microbiology and Microbial Genomics (BIOL-UA 44) or equivalent (corequisite with permission of the instructor). Not open to students who have taken BIOL-GA 1057 or equivalent. Enrollment limited. Laboratory. 4 points.
Acquaints students with general principles and procedures of microbiology and advanced experimental techniques. Students are expected to undertake individual laboratory projects and to make use of original literature.

Cell Biology
BIOL-GA 1051  Prerequisites or corequisites: Organic Chemistry I, II, and Laboratories (CHEM-UA 881, 882) and written permission of the instructor. 4 points.
Examination of the molecular mechanisms underlying cell proliferation and differentiation. Five topics are chosen for discussion: signal transduction, regulation of cell cycle, cytoskeleton, cell-cell and cell-matrix interaction, and intracellular transport. The importance of these issues in the understanding of development, immunity, and cancer is emphasized.

Principles of Evolution
BIOL-GA 1069  Prerequisites or corequisites: 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.

**Biotic Resources: Integrative Approaches to Biodiversity and Conservation**

BIOL-GA 1073  Prerequisite: permission of the instructor. 4 points.

Covers population genetics, conservation biology, and biogeography.

**Animal Virology**

BIOL-GA 1080  Prerequisite: Microbiology and Microbial Genomics (BIOL-UA 44) or Immunology (BIOL-UA 50). Reis. 4 points.

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

**Genes and Animal Behavior**

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. Behaviors studied 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.

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

**Advanced Genetics**

BIOL-GA 1126  Prerequisites: Genetics (BIOL-UA 30) or equivalent and permission of the instructor. 4 points.

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

**Bioinformatics and Genomes**

BIOL-GA 1127  Prerequisites: two semesters of calculus, demonstrated interest in computation, and permission of the instructor. Bonneau. 4 points.

The recent explosion in the availability of genome-wide data such as whole genome sequences and microarray data led to a vast increase in bioinformatics research and tool development. Bioinformatics is becoming a cornerstone of modern biology, especially in fields such as genomics. It is thus crucial to understand the basic ideas and to learn fundamental bioinformatics techniques. The emphasis of this course is on developing not only an understanding of existing tools but also the programming and statistics skills that allow students to solve new problems in a creative way.

**Systems Biology**

BIOL-GA 1128  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Lecture. Pinto, 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. Throughout the course, the computational methods for analysis of genomic data are stressed.

**Evolutionary Genetics and Genomics**

BIOL-GA 1129  Prerequisites: Genetics (BIOL-UA 30), Principles of Evolution (BIOL-GA 1069), and permission of the instructor. Borowsky, Purugganan. 4 points.

Explores the genetic and genomic mechanisms underlying evolutionary change. Emphases are on complex trait evolution and its quantitative analysis, and the impact of modern mapping and genomic techniques on evolutionary biology. Topics include, but are not limited to, the genetics of adaptation and character regression; the evolution of complex characters and traits such as organ systems, the senses, and patterns of behavior; and methods for
the study of quantitative trait locus (QTL) variation and multifactorial systems.

**Applied Genomics: Introduction to Bioinformatics and Network Modeling**

BIOL-GA 1130  *Open to upper-level undergraduate students.* Birnbaum, Siegal. 4 points.

This course introduces fundamental methods of analyzing large data sets from genomics experiments. Through a combination of lectures, hands-on computational training, and in-depth discussions of current scientific papers, students learn the conceptual foundations of basic analytical methods, the computational skills to implement these methods, and the reasoning skills to read critically the primary literature in genomics. 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. A large part of the course is dedicated to students completing an individual project that is tailored to meet their background and training.

**Biophysical Modeling of Cells and Populations**

BIOL-GA 1131  *Open to upper-level undergraduate students.* Kassel. 4 points.

This course develops the biophysical approach to modeling biological systems, applied to classic problems of molecular biology, as well as to systems of recent interest. The course is organized in a bottom-up way, beginning with models of cooperativity in binding and of promoter recognition and activation, proceeding through models of simple and complex networks, and working toward a population-level description of various systems. Diverse biological examples are presented to illustrate key concepts in biophysical modeling.

**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 and 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 such as Fortran or BASIC. Peskin, Tranchina. 4 points.

Introduces students of biology or mathematics to the use of computers as tools for modeling physiological phenomena. Each student constructs two computer models selected from the following: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism.
The minor consists of at least six courses (at least four through CAS and two through Stern). If there are overlapping requirements with a major or other minor (as indicated below), students will need to take one or more additional courses.

**CAS Courses**

- Economic Principles I (ECON-UA 1, 4 points)
- Economic Principles II (ECON-UA 2, 4 points)

  *Note on the economics requirement: Advanced Placement credit in macroeconomics and/or microeconomics is not accepted towards the business minor.*

- Calculus chosen from the following four options:
  - Mathematics for Economics I and II (MATH-UA 211 and 212; 8 points total)
  - Calculus I (MATH-UA 121, 4 points)
  - AP credit in Calculus (Mathematics AB or BC, with a score of 4 or 5)
  - Calculus II (Polytechnic Institute of NYU, MA 1124, 4 points)

- Statistics chosen from the following three options (prerequisite: completion of the calculus requirement.

  *CAS students are advised to take their statistics credits in the College. Advanced Placement credit is not accepted:*

  - Statistics (ECON-UA 18, 4 points); students not majoring in the economics policy track must also take Regression and Forecasting Models (ECON-UA 19, 2 points; same as STAT-UB 3)
  - Statistics for Business Control (Stern, STAT-UB 1, 4 points); students not majoring in the economics policy track must also take Regression and Forecasting Models (Stern, STAT-UB 3, 2 points; same as ECON-UA 19)
  - Statistics for Business Control and Regression and Forecasting Models (Stern, STAT-UB 103, 6 points).

  *Note on the statistics requirement: Students pursuing both the business minor and the policy track in the economics major will cover regression analysis in the required major course Topics in Econometrics (ECON-UA 380); therefore, they are not required to take an additional 2-point course in regression and forecasting for the business minor.*

A broad liberal arts education, which includes a general education component (the Morse Academic Plan) and a major in a liberal arts discipline or interdisciplinary field, provides a sound foundation for many careers in business. The skills and perspectives of the liberal arts 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. This person’s responsibilities include advising prospective and declared minors, evaluating the applicability of transfer credit, approving course substitutions when warranted, and liaising with Stern.
MINOR IN BUSINESS STUDIES

However, economics policy majors who wish to take Foundations of Finance (FINC-UB 2) and/or Competitive Advantage from Operations (OPMG-UB 1) for the business minor (see below) should note that these two courses have as their prerequisite a course in regression and forecasting. Therefore, they may only be taken after Topics in Econometrics. Economics policy majors may, if they wish, take the 2-point regression course ECON-UA 19. This is not required for the economics policy major, but it allows economics students to take FINC-UB 2 and/or OPMG-UB 1 earlier in their undergraduate careers.

Stern Courses

• Principles of Financial Accounting (ACCT-UB 1, 4 points)
• One of the following courses:
  • Management and Organizations (MGMT-UB 1, 4 points) or
  • Introduction to Marketing (MKTG-UB 1, 4 points) or
  • Information Technology in Business and Society (INFO-UB 1, 4 points) or
  • Operations Management (OPMG-UB 1, 4 points). Prerequisites: completion of the statistics requirement and a course in regression and forecasting.

Please note that no more than two of the required courses for the business studies minor may also be used to satisfy requirements for a major or other minor. Students pursuing a major (such as economics) that specifically requires three (or four) of the required business studies courses must complete one (or two) of the additional courses listed below. (For example, Economics policy majors are required to take ECON-UA 1, 2, and 18 for both their major and this minor; with this overlap of three courses, they are therefore required to take one extra course from the list below, for a total of three courses in Stern.)

Principles of Managerial Accounting
ACCT-UB 2 2 points.
Prerequisite: Principles of Financial Accounting (ACCT-UB 1).

Foundations of Finance
FINC-UB 2 4 points.
Prerequisites: Economic Principles II (ECON-UA 2) and statistics plus a course in regression and forecasting; corequisite: Principles of Financial Accounting (ACCT-UB 1).

Information Technology in Business and Society
INFO-UB 1 4 points.

Management and Organizations
MGMT-UB 1 4 points.

Introduction to Marketing
MKTG-UB 1 4 points.

Operations Management
OPMG-UB 1 4 points.
Prerequisites: Economic Principles II (ECON-UA 2) and statistics plus a course in regression and forecasting; corequisite: Principles of Managerial Accounting (ACCT-UB 2).

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. AP credit is only accepted for calculus. No credit toward the minor can be granted for internships. All transfer credit must be evaluated by the Preprofessional Advising Center in order to determine its applicability toward the minor; submit course syllabi and transcripts to cas.business@nyu.edu.

CAS students should note that all courses taken in Stern for this minor will count toward the 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 Academic Standards Committee in the Office of the Associate Dean for Students, Silver Center, Room 909B.
DEPARTMENT OF
Chemistry

The Department of Chemistry has a long tradition at the University, dating back well before the founding of the American Chemical Society at New York University in 1876. Professor John W. Draper, the first president of the society and chair of the department, was an early pioneer in photography, working with Samuel F. B. Morse.

The department has undertaken a major development plan, strengthening its faculty, instructional laboratories, course offerings, and research facilities in the areas of physical, biophysical, bioorganic, and 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 the College of Arts and Science 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.

FACULTY

Professors Emeriti
Moskowitz, Pope, Schuster

Silver Professor and Professor of Chemistry
Ward

Margaret and Herman Sokol Professor of Medicinal Chemistry
Woerpel

Professors
Babić, Canary, Gans, Geacintov, Jones, Kahr, Kallenbach, Schlick, Seeman, Tuckerman, Weck, J. Zhang

Associate Professors
Arora, Jerschow, Kirshenbaum, Mahal, Rugg, Walters, Y. Zhang

Assistant Professors
Braunschweig, Buccella, Traaseth

Affiliated Professors
Broyde, Evans

Research Scholar
Vologodskii

Research Associate Scholars
Hu, Shafirovich

Clinical Professors
Goldberg, Halpin

Clinical Associate Professors
Callahan, Kwok, Mandziuk, Sabo

Clinical Assistant Professors
An, Ohayon, Orr, Pereira, Tiedje, Tosovsky, Valdez, Zhao

Clinical Instructor
Russell

PROGRAM

Departmental Objectives
Chemistry is the central natural science interfacing physics and mathematics with the life sciences. Knowledge of chemistry has always been fundamental to the investigation of the physical world, as well as to an in-depth understanding of living systems. Modern chemistry spans chemical physics, materials science, and molecular biology, merging the traditional divisions of analytical, organic, inorganic, and physical chemistry. Recently, the department has focused its growth on physical, biophysical, 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.

Graduates of the department find rewarding careers and achieve distinction in all phases of scientific life, from basic research to commercial product development. The late Gertrude Elion, a 1941 M.S. in chemistry from New York University, shared the 1988 Nobel Prize in Medicine or Physiology for her research in pharmaceutical chemistry.

The department offers majors in chemistry and in biochemistry. A selection of elective advanced courses, undergraduate and graduate, can be combined to provide a broad, varied program of study in chemistry. The department also offers a number of courses for nonscience students and service courses for students in the other schools of NYU. The programs of study in chemistry prepare students for graduate work toward the master's degree or the doctorate for careers in research, development, and teaching and/or for further study in areas such as medicine, dentistry, basic medical sciences, and allied health fields (including forensic science). In addition,
both majors 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 an honors track that satisfies the first-year chemistry sequence required both for majors and for the prehealth curriculum in medicine, dentistry, and basic medical sciences. Students need permission from the department to register for this honors course. Permission is based on several factors, including background in both mathematics and physics, performance in high school chemistry courses, and a placement examination.

**Majors**

Students thinking of majoring 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 mandated courses is required for the fulfillment of the chemistry or biochemistry major in the department. Students who do not have an average of 2.0 in departmentally required courses by the time they have completed 64 points in all courses will be asked to change their major.

The major in chemistry or biochemistry builds on a core of required courses in chemistry, physics, and mathematics. The six required core courses (32 points) in chemistry 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)
- General Physics I (PHYS-UA 11)
- General Physics II (PHYS-UA 12)

Calculus III (MATH-UA 123) and Linear Algebra (MATH-UA 140) are strongly recommended as preparation for both Physical Chemistry: Quantum Mechanics & Spectroscopy (CHEM-UA 651) and Physical Chemistry: Thermodynamics & 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.

The following sequence covers the content of Calculus II and III (MATH-UA 122, 123) as well as Linear Algebra (MATH-UA 140) in two semesters, and carries a prerequisite of Calculus I or equivalent:

- MATH-UA 221 Honors Calculus I: Accelerated Calculus with Linear Algebra I
- MATH-UA 222 Honors Calculus II: Accelerated Calculus with Linear Algebra II

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.

Undergraduate specialization in organic, biochemical, physical, or theoretical chemistry may be accomplished through combinations of advanced elective undergraduate and graduate courses open to undergraduates. These courses should be chosen in consultation with the director of undergraduate studies.
For students interested in preparation for careers in the chemical industry, several alternatives are available—for example, pairing the major in chemistry with a minor in economics or business studies.

Students interested in careers in medicine, dentistry, or basic medical sciences may wish to consider the major in biochemistry. Additional courses in biology may be desirable for such students. The appropriate preprofessional adviser should be consulted for details.

The Department of Chemistry offers the following majors:

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

The minimum major requirements, in addition to the core courses cited above, are completion of the Physical Chemistry Laboratory course (CHEM-UA 661), Inorganic Chemistry (CHEM-UA 711), and one advanced chemistry elective course for the B.A. degree.

**Major in Biochemistry**

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). Students in this major are reminded that these courses must be taken in the proper order. Careful course planning is required to ensure that this can be done within a normal four-year program.

Biochemistry students are strongly encouraged to take Cellular and Molecular Biology I and II (BIOL-UA 21, 22) along with Biochemistry. This is especially important for those students wishing to enter graduate programs in biochemistry.

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

**Program in Chemistry and Engineering**

The College of Arts and Science offers a joint B.S/B.S. program with the Polytechnic Institute of NYU. For students interested in chemistry, the program leads to the B.S. degree from New York University and the B.S. degree in chemical and biomolecular engineering from Polytechnic. Further information is available from Joseph Hemmes in the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

**Bachelor of Science (B.S.) Degree**

Students who complete the required core courses as outlined above, as well as the Physical Chemistry Laboratory course (CHEM-UA 661), Inorganic Chemistry (CHEM-UA 711), three advanced electives in chemistry, 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.). Students should note that the B.S. program is very difficult to complete within a normal four-year academic program and that it confers no particular advantage to students in premedical or predental programs.

**Minor**

Completion of the following four 6-point courses 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 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.

**General Information**

**Laboratory courses in chemistry**: 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. Laboratory equipment, which is lent to the student for the duration of the course, must be replaced by the student if it is damaged or broken. 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.

**Research**: 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 in these courses.

Honors Program
The honors program in chemistry is composed of several elements, starting with Advanced General Chemistry I and Laboratory (CHEM-UA 127) and culminating with two semesters of Senior Honors in Chemistry (CHEM-UA 995, 996). Students may graduate with honors without having Advanced General Chemistry or Majors Organic Chemistry courses. However, by the time the student is in the sophomore year, he or she is encouraged to engage in experimental or theoretical research. Depending on the number of credits the student is registered for, the initial exposure to research may or may not be for credit. But there must be, at minimum, one semester of registered Advanced Independent Study and Research (CHEM-UA 997 or CHEM-UA 998) before entering the senior year and conducting senior honors research. Please contact Carol Hollingsworth, academic program administrator, or Professor Bart Kahr, director of undergraduate studies, for more detailed information. Candidates for a degree with honors in chemistry must have an overall GPA of 3.65 and a GPA of 3.65 in required courses for the chemistry or biochemistry degree. They must take two semesters of Senior Honors in Chemistry (CHEM-UA 995, 996). 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. Students desiring entry into the honors program must obtain the approval of the director of undergraduate studies prior to the end of their junior year. For general requirements, please see the section Honors and Awards in this bulletin.

Courses
The following courses are lectures unless otherwise indicated. For those designated "laboratory," students should see the department's requirements for laboratories under "general information."

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 or 127. No prior chemistry is assumed. A knowledge of algebra is desirable. Offered every semester. 5 points.
Selected principles and applications of chemistry, with emphasis on the fundamental nature of chemistry. Basic course dealing with concepts of atomic and molecular structure, chemical bonding, solution chemistry, equilibrium, reaction rates, and properties of gases, liquids, solids, and solutions; periodicity of the properties of elements; chemical bonding; equilibrium; kinetics, thermodynamics; acid-base reactions; electrochemistry, coordination chemistry, and nuclear chemistry. The underlying unity of chemistry is a basic theme. Laboratories provide an introduction to basic techniques used in experimental chemistry. Many experiments use a computer interface to provide experience in modern methods of data collection and to allow thorough analysis of experimental results. Proper laboratory procedures, chemical safety rules, and environmentally sound methods of chemical disposal and waste minimization are important components of the course. Experiments are selected to provide illustration and reinforcement of course topics, including manual and automated titrations, basic chromatography, stoichiometry, thermodynamics, and colorimetry.

General Chemistry I and Laboratory
CHEM-UA 125  Formerly offered as CHEM-UA 101 and CHEM-UA 103. Prerequisites: high school chemistry and placement into Calculus I (MATH-UA 121) or completion of a course in precalculus. Offered every semester. 6 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. The underlying unity of chemistry is a basic theme. Laboratories provide an introduction to basic techniques used in experimental chemistry. Many experiments use a computer interface to provide experience in modern methods of data collection and to allow thorough analysis of experimental results. Proper laboratory procedures, chemical safety rules, and environmentally sound methods of chemical disposal and waste minimization are important components of the course. Experiments are selected to provide illustration and reinforcement of course topics, including manual and automated titrations, basic chromatography, stoichiometry, thermodynamics, and colorimetry.

General Chemistry II and Laboratory
CHEM-UA 126  Formerly offered as CHEM-UA 102 and CHEM-UA 104. 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. 6 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 are selected to provide illustration and reinforcement of the topics covered in the course, including solution chemistry, kinetics, equilibrium, buffers, solubility, and electrochemistry.

**Advanced General Chemistry I and Laboratory**
CHEM-UA 127  Formerly offered as CHEM-UA 109 and CHEM-UA 111. Prerequisites: high school physics, high school chemistry (Advanced Placement preferred), and calculus through derivatives and integrals; Calculus II (MATH-UA 122) or Honors Calculus II (MATH-UA 222); and permission of the department. Corequisite: Calculus III (MATH-UA 123). Offered in the fall. 6 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. In addition to the core material, whenever possible, current research results pertaining to these topics are included in class discussions. Laboratories provide illustration and reinforcement of course topics. Experiments include studies of stoichiometry, acid-base chemistry, properties of gases, colligative properties of solutions, thermochemistry, equilibrium, electrochemistry, and kinetics. Many experiments are augmented by the use of interfaced computers. Also includes individualized projects intended to provide a research-like experience.

**Advanced General Chemistry II and Laboratory**
CHEM-UA 128  Formerly offered as CHEM-UA 110 and CHEM-UA 112. Prerequisites: Advanced General Chemistry I and Laboratory (CHEM-UA 127) and permission of the department. Offered in the spring. 6 points.
An advanced introductory course dealing with the kinetic molecular description of the states of matter, chemical thermodynamics, and the rates of chemical processes. Laboratorles are a continuation of CHEM-UA 127.

**Principles of Organic Chemistry and Laboratory**
CHEM-UA 210  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 non-science majors and students in the Steinhardt School of Culture, Education, and Human Development. Offered every semester. 5 points.
This one-semester course covers topics such as nomenclature, conformations, stereochemistry, chemical reactions, and synthesis of organic compounds. Fundamentals of biochemistry are introduced, including carbohydrates, lipids, amino acids, peptides, and nucleic acids.

**Organic Chemistry I and Laboratory**
CHEM-UA 225  Formerly offered as CHEM-UA 243 and CHEM-UA 245. 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. 6 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 provide training in the basic techniques of the organic chemistry laboratory, including crystallization, distillation, extraction, and other separation techniques, such as column chromatography. Experiments involving the synthesis of organic compounds are introduced, as well as qualitative organic analysis.

**Organic Chemistry II and Laboratory**
CHEM-UA 226  Formerly offered as CHEM-UA 244 and CHEM-UA 246. 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. 6 points.
A continuation of the study of 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 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 Formerly offered as CHEM-UA 325, CHEM-UA 341, and CHEM-UA 245.
Prerequisites: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128) and permission of the department. Offered in the fall. 6 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. Open only to declared chemistry and biochemistry majors.

Majors Organic Chemistry II and Laboratory
CHEM-UA 228 Formerly offered as CHEM-UA 326, CHEM-UA 342, and CHEM-UA 246.
Prerequisites: Majors Organic Chemistry I and Laboratory (CHEM-UA 227) and permission of the department. Offered in the spring. 6 points.
A continuation of CHEM-UA 227. Similar to CHEM-UA 226, except in greater depth. In this second semester, emphasis is placed on oxygen-bearing functional groups such as ketones, acids, and acid derivatives, and their importance in forming carbon-to-carbon bonds. These topics are further extended to polyfunctional compounds such as carbohydrates. Open only to declared chemistry and biochemistry majors.

Organic Chemistry III
CHEM-UA 382 Prerequisite: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228) with a grade of B or better. Offered in the spring. 4 points.
In this advanced course, topics missing or only superficially covered in Organic Chemistry II and Laboratory or Majors Organic Chemistry II and Laboratory are discussed in greater depth to provide an insight into factors governing reactivity of organic molecules and mechanisms of organic reactions. Specific topics vary from year to year and may include molecular orbital theory, electrocyclic reactions, photochemistry, free radical chemistry, natural products, bioorganic chemistry, and organic synthesis.

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) or Honors Calculus II (MATH-UA 222); two semesters of physics with grades of C or better; and a 2.0 average in all prior chemistry requirements. Calculus III (MATH-UA 123) and/or Linear Algebra (MATH-UA 140) are strongly recommended but not required. Offered in the fall and spring. 4 points.
An introduction to quantum mechanics—general principles and applications to important model systems. Covers electronic structure of one- and many-electron atoms, theory of chemical bonding in diatomic and polyatomic molecules. Includes principles and applications of molecular spectroscopy: rotational, vibrational, electronic, and nuclear magnetic resonance. Elements of photochemistry are also included.

Physical Chemistry: Thermodynamics and Kinetics
CHEM-UA 652 Prerequisites: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128); Calculus II (MATH-UA 122) or Honors Calculus II (MATH-UA 222); two semesters of physics with grades of C or better; and a 2.0 average in all prior chemistry requirements. Calculus III (MATH-UA 123) and/or Linear Algebra (MATH-UA 140) are strongly recommended but not required. 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 include properties of gases, kinetics, elementary statistical thermodynamics, and thermodynamics of single and multicomponent systems.

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). Prerequisites or corequisites: Both Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651) and Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652). Laboratory and lecture. Offered in the spring. 4 points.
Introduction to the principles and practices of experimental methods widely used in analytical and research laboratories. Emphasizes understanding of background physicochemical theory, as well as capabilities and limitations of methods and interpretations of data. Covers instrumental methods, such as UV/visible spectroscopy, FT-IR, NMR, and fluorescence, for the systematic characterization of compounds and the use of interfaced computers for data collection and spreadsheet analysis. Studies also include an introduction to computer modeling of molecular properties. Optional experiments include
fluorescence studies of protein denaturation and laser studies of excited state kinetics.

**Electronics for Scientists**  
CHEM-UA 671  Identical to BIOL-UA 110, PHYS-UA 110. Prerequisite: General Physics II (PHYS-UA 12), Physics II (PHYS-UA 93), or permission of the instructor. 5 points.  
See description under Physics.

**Inorganic Chemistry**  
CHEM-UA 711  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: Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651) and Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652) or permission of the instructor. Offered in the fall. 4 points.  
Studies of methods in inorganic chemistry that make use of symmetry to describe bonding and spectra of inorganic compounds. Reactions and kinetics are also discussed for inorganic, organometallic, and bioinorganic compounds. Selected topics in main group chemistry are also included.

**Advanced Organic/Inorganic Laboratory**  
CHEM-UA 731  Prerequisite: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228) with a grade of B or better, or permission of the instructor. 4 points.  
Advanced laboratory emphasizing techniques commonly used in synthetic inorganic and organic chemistry research. Instruction in techniques such as gas chromatography-mass spectrometry, cyclic voltammetry, polarimetry, circular dichroism, vibrational spectroscopy, air-sensitive techniques, and thin-layer, column, and high-pressure liquid chromatography. Research examples from nanotechnology, chiral technology, ruthenium electrophotocatalysis, porphyrin, and peptide synthesis are explored.

**Computational Nanotechnology and Laboratory**  
CHEM-UA 752  Prerequisites: either Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228), and Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651), or permission of the instructor. Lecture and laboratory. Offered in the fall. 4 points.  
Provides students with a good basic knowledge of molecular modeling and a computational laboratory workbench for computer-based discovery research. The computer laboratory provides access to cutting-edge molecular modeling techniques and software and a hands-on research experience. Students model, design, and calculate the properties of nano-structures, including biomolecules.

**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). Prerequisite for CHEM-UA 882: CHEM-UA 881. CHEM-UA 881 offered in the fall; CHEM-UA 882 offered in the spring. 4 points per term.  
Introduction to the chemistry of living cells. Topics include structure and function of proteins, lipids, carbohydrates, and nucleic acids; enzyme structure, mechanism, and regulation of enzyme activity, and membrane structure and transport; 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  Formerly CHEM-GA 1885.  
Prerequisite: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228). Prerequisite or corequisite: Biochemistry I (CHEM-UA 881). Laboratory. Offered in the fall. 4 points.  
Introduction to molecular analysis of biomolecules. Selected experiments and instruction in analytical techniques used in biochemical research, including chromatography, spectrophotometry, and electrophoresis; isolation and characterization of selected biomolecules; kinetic analysis of enzymatic activity; analysis of protein-protein and protein-DNA interactions that direct basic biochemical pathways.

**Advanced Biochemistry**  
Overview of physical and chemical principles and their applications to modern topics of biochemical,
biomedical and biological interest. The emphasis is on the basic principles of typical biophysical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics include molecular spectroscopic techniques such as light absorption, fluorescence techniques, optical activity, electrophoresis, and nuclear magnetic resonance. Applications from selected areas of biomedicine and biotechnology are described that include examples focused on biomolecular spectroscopy, single molecule spectroscopy and molecular beacons, DNA technology, and fluorescence and magnetic resonance imaging.

Senior Honors in Chemistry

CHEM-UA 995, 996 Prerequisites: completion of the required core courses for the major and permission of the department. Open only to chemistry or biochemistry majors entering their senior year who have maintained an overall average of 3.65 in their course of study and in the courses required for their 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 necessary ability to pursue research in a field of chemistry or biochemistry. The research adviser is selected in consultation with the director of undergraduate studies. Laboratory. CHEM-UA 997 offered in the fall; CHEM-UA 998 offered in the spring. 2 to 4 points per term.

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

Graduate Courses Open to Advanced Undergraduates

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

Strategies in Synthetic Organic Chemistry

CHEM-GA 1312 Prerequisites: Organic Chemistry II and Laboratory (CHEM-UA 226 or 228), Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651), and Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652). Offered in the spring. 4 points.

Emphasizes biologically active and structurally interesting compounds.

Organic Reaction Mechanisms

CHEM-GA 1314 Prerequisites: Organic Chemistry II and Laboratory (CHEM-UA 226 or 228), Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651), and Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652). Offered in the spring. 4 points.

Discussion of the mechanisms of organic reactions, including the interrelationship between structure and mechanism, nucleophilic and free radical substitution, as well as thermal and photochemical cyclo-addition reactions.

Organic Analysis

CHEM-GA 1326 Prerequisite: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228) with a grade of B or better, or permission of the instructor. Offered in the fall. 4 points.

Emphasizes the application of spectroscopic methods in organic chemistry in determining molecular structure, including proton and carbon NMR, infrared spectroscopy, ultraviolet-visible spectroscopy, modern methods of mass spectroscopy, and chiroptical spectroscopy.
Bioorganic Chemistry
CHEM-GA 2884  Prerequisites: either Organic Chemistry II and Laboratory (CHEM-UA 226) or Major Organic Chemistry II and Laboratory (CHEM-UA 228), and Biochemistry I (CHEM-UA 881), or permission of the instructor. Offered in the spring. 4 points.
Covers a broad range of topics at the interface between organic chemistry and biology. Focus is placed on current advances in bioorganic chemistry, chemical biology, molecular pharmacology, functional genomics, and molecular evolution. Students are expected to enter the class with previous course work in the chemical structure and conformation of polypeptides and nucleic acids.
The CAMS program was initiated in the fall of 2006 with the goal of providing students instruction in child and adolescent mental health from practicing psychiatrists and psychologists at an internationally renowned clinical and research center. Some courses have prerequisites, as specified below. Child and Adolescent Psychopathology (CAMS-UA 101) is the foundational course upon which students will complete the requirements for the minor. The program offers a variety of courses, along with numerous options for independent study. Additional courses and opportunities are currently in development. Many of the CAMS courses have no prerequisite and are open to all undergraduates.

Child and Adolescent Psychopathology
CAMS-UA 101 Prerequisite: Introduction to Psychology (PSYCH-UA 1). Offered in fall, spring, and summer. Shatkin, Evans. 4 points.

While psychopathology courses are commonplace among undergraduate psychology curricula, courses focusing on child and adolescent psychopathology are relatively rare. Through lecture presentations and discussions, this course focuses on disease etiology, epidemiology, phenomenology, nosology, and diagnosis. It engages students in a critical review of common child and adolescent psychopathology and challenges social and cultural assumptions of what constitutes "normal" versus "pathological" behavior, cognition, and emotion. Students also complete one practicum by participating with a clinician (psychologist or psychiatrist) during the evaluation of a 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. Shatkin, Evans. 4 points.

Provides students with an overview and understanding of the current methods employed in the...
treatment of child and adolescent mental illness. For most of the past century, treatments for children and adolescents suffering from mental illness relied primarily on open-ended psychotherapies, which have not consistently demonstrated a beneficial effect. Over the past 25 years, however, a variety of new evidence-based treatments have emerged, including behavioral psychotherapies such as cognitive behavior therapy for anxiety and depression, dialectical behavior therapy for personality disorders, and parent management training for children with oppositional and defiant disorders. In addition, we now have strong evidence supporting the use of various pharmacological interventions for attention-deficit hyperactivity disorder (ADHD), mood and anxiety disorders, and autism. Students investigate each of these treatments by reading and analyzing much of the original research that established their efficacy. This course builds upon Child and Adolescent Psychopathology (CAMS-UA 101).

**Complementary and Alternative Mental Health**

CAMS-UA 103 *Offered every year.* Chai, Zolovska. 4 points.

Complementary and alternative treatments comprise the most rapidly expanding segment of American healthcare. This course 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. Students assess these practices by participating in class discussion, reviewing research literature, and engaging in several group experiential exercises.

**When the Nightmare Is Real: Trauma in Childhood and Adolescence**

CAMS-UA 104 *Offered in the fall and spring.* Mathewson, Weder. 4 points.

Every childhood is fraught with complications, but some children are exposed to traumatic experiences that have a lasting impact on their development and health. Many children in New York City are still reeling from the effects of September 11, yet these numbers pale in comparison to the more than three million reported cases of child abuse and neglect in the United States annually, in addition to the many more cases that go unreported. This course 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.

**The Science of Happiness**

CAMS-UA 110 *Offered in the fall and spring.* Schlechter. 4 points.

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

**Risk and Resilience in Urban Teens: Mental Health Promotion and Practicum**

CAMS-UA 111, 112 *Prerequisite: none for CAMS-UA 111; for CAMS-UA 112: completion of CAMS-UA 111 with a grade of B or higher. CAMS-UA 111 is offered in the fall; CAMS-UA 112 is offered in the spring.* Shatkin, Diamond. 4 points per term.

Three decades ago, prevention approaches emerged seeking to cultivate psychological well-being among youth before the manifestation of pathology or problem behaviors. Since then, theory-based prevention programs targeting behavioral risk factors have demonstrated reductions in drug use, aggression, early sexual activity, depression, and anxiety in adolescents. Still, 35 percent of 14- to 17-year-olds engage in one or two high-risk behaviors, another 30 percent engage in multiple high-risk behaviors, and 20 percent of youth experience a major psychiatric disorder by the end of high school. In this two-semester course, students examine school-based...
mental-health promotion practices, positive youth development, resilience and risk-taking among urban adolescents. They will master a strength-based curriculum addressing cognitive distortions, stress management and reduction, drug and alcohol use, and healthy relationships, among other topics, and then deliver this 11-session curriculum to 9th- and 10th-grade students at high schools in New York City.

Skepticism and Proof: Research Methods in Child Mental Health
CAMS-UA 120  Offered in the fall and spring. Lucas. 4 points.
Clinical practice and public policy in child mental health is too often driven by the media, conventional wisdom, or prejudice rather than scientific data. Evidence-based clinical care seeks to guide practitioners in the critical appraisal of data on risk factors, prevention, and treatment. This course promotes the development of analytic skills that allow students to understand published research, compare and contrast their knowledge with media reports, and draw their own conclusions. The research techniques and methods taught focus on the knowledge and skills needed to design, carry out, and evaluate a research study. Students work to design their own unique hypothetical research protocols, receiving individual and small group feedback, and present these at the end of the course in a simulation of the research-funding application process. Lively seminar discussions of topical “hot-button” issues, such as the apparent “epidemic” of certain diagnoses, the influence of the environment or culture on child mental health, and the risks/benefits of widely prescribed medications, are combined with a systematic review of the existing evidence base on current empirically supported treatments for child mental health problems.

Behavioral Interventions for Children with Disruptive Behavior Disorders: Practicum
CAMS-UA 131, 132  Offered every summer. Abikoff, Fleiss. 3 points per session.
Attention-deficit/hyperactivity disorder (ADHD) is the most commonly diagnosed neurobehavioral childhood disorder, affecting between 5 and 7 percent of the population. It is a complex disorder that impacts a child’s functioning across multiple settings. Although medication is often the first-line treatment, a multimodal approach, including behavioral interventions, is often necessary to address deficits in social skills, classroom behavior, and parent-child relations. This two-part summer course begins with an intensive didactic that helps students obtain a broader understanding of the impact of ADHD on children’s functioning and how behavioral treatments are employed to improve children’s social, academic, and home life. The first course provides a foundation in social learning theory, and the second course engages students in a practicum at the NYU Child Study Center’s Summer Program for Kids, where they gain supervised, hands-on experience in applying behavioral principles and procedures. Ongoing discussion with supervisors regarding the clinical expression of symptoms and treatment response takes place daily. Students also gain considerable insight into the challenges clinicians face in treating children afflicted with this disorder. Finally, students learn how to employ these same behavioral treatments for children affected by commonly comorbid conditions, such as oppositional defiant and conduct disorder.

Disruptive Behavior and Sociopathy in Children and Adolescents
CAMS-UA 133  Offered in the fall and spring. Hopperstad. 4 points.
How do we conceptualize “bad behavior” in children? This course examines the spectrum of childhood disruptive behaviors, ranging from the defiance of the fictional literary character Huck Finn to the sociopathy of Dylan Klebold and Eric Harris. It explores both historical and contemporary perspectives, from the age-old idea of the “bad seed” to the current biological, psychological, and sociological theories. The first half of the course surveys central ideas in the study of childhood disruptive behaviors. The second half applies these ideas to better understand challenges in diagnosis and treatment, as well as gender, racial, and cultural differences in the manifestation of these behaviors. The course uses scientific and theoretical sources, clinical case material, and fictional and real media depictions to explore this topic and its tremendous impact on the individual, family, and society.

Behavioral Problems in School: Impairment to Intervention
CAMS-UA 134  Offered in the fall and spring. Verduin, Diaz. 4 points.
This course reviews typical children’s behavior problems in school settings and offers a primer in evidence-based behavior-management tools. The class addresses common causes of disruptive behavior, such as attention-deficit/hyperactivity disorder (ADHD) and related conditions. Students will be
instructed in effective behavior-management strategies appropriate for such settings as schools, camps, and sports programs. Techniques will include selective attention, behavioral daily report cards, token economies, and limit setting. The theoretical and research bases for these strategies will be explored. Students will practice skills with live coaching from the instructors. One required field trip to the NYU Child Study Center will allow students to view how these tools are used in real-life clinical settings. This course is of particular interest to those considering careers in child psychology or psychiatry, pediatrics, or general or special education, especially those seeking experience as student aides, camp counselors, or Special Education Itinerant Teachers (SEITs).

**Child and Adolescent Brain Development: Applications from Neuroscience to Practice**

CAMS-UA 141  
Offered in the fall and spring. Montalto. 4 points.
Covers the fundamentals of human brain development from birth to young adulthood. The focus is on normal brain functioning, but illustrative pathological development and dysfunctional conditions are reviewed as well, such as developmental dyslexia, autistic disorders, and attention-deficit/hyperactivity disorder. Once students have developed a foundational knowledge of neurocognitive functioning, the course addresses three additional sections that reflect methods of examining brain-based activity: observation, assessment, and intervention. At the end of each section, students will have a greater understanding of the neurocognitive developmental perspective and be able to 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, remembering autobiographical experiences, and managing emotional reactions. Students read a sampling of research articles, relevant clinical materials, and textbook chapters.

**The Adolescent Paradox: Emotions, Behavior and Identity**

CAMS-UA 142  
Offered in fall, spring, and summer. Soffer, Nagula. 4 points.
Adolescence is a remarkable time of growth and development; in just a few years, children transition dramatically towards adulthood across multiple domains. While adolescence is physically the healthiest period of the lifespan, it is also marked by an enormous rise in morbidity and mortality. This seeming paradox can be explained, in part, by biological and psychological changes during puberty that affect emotion regulation, cognition, and consequent risk-taking behavior. At the turn of the twentieth century, adolescence was described as a developmental period inevitably filled with “storm and stress.” In what ways does this vision of adolescence still apply? 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)? In exploring the factors that shape emotions, behavior, and emerging identity during adolescence, this course examines such questions from biological and psychosocial perspectives.

**Sex Matters: Identity, Behavior, and Development**

CAMS-UA 143  
Offered in the fall and spring. Shuster, Janssen. 4 points.
Sexual identity is central to our sense of who we are and how we relate to the world. The development of this identity is essential to becoming a well-rounded, effective, and high-functioning adult, and failure to develop a cohesive sexual identity can lead to dysfunction. Sexual development involves a complex interplay of biological, psychological, and sociological components. Sexual differentiation begins in utero, as the fetus is exposed to hormones and growth factors. As children age, their primary and secondary sex organs develop, and their ideas about the function, use, and meaning of these organs change. At each stage the environment, social milieu, and hormones, among other factors, influence the direction of these changes. In this course we explore the impact of sexual identity development on the mental health of children and adolescents.

**Looking Back on Growing Up**

CAMS-UA 144  
Offered in the fall and spring. Liau, Hirsch. 4 points.
What is the impact of our upbringing? This course provides an overview of child development with the goal of understanding the complexity of human growth, adaptation, and responses to adversity. To this end, we trace a variety of overlapping trajectories, including the development of cognitive, emotional, interpersonal, and moral capacities. The course reviews historical and modern-day developmental theories, as well as more complex interpersonal constructs, such as family systems, peer relations, gender and sexual identity, and cultural variation. Special emphasis is placed upon examining the dynamic interplay between biology and
environment. The course consists of two interactive lectures per week based upon introductory readings on child development. Students are also assigned one film to view at home each week to illustrate the myriad ways in which human beings evolve and adapt through life’s transitions and challenges.

**Morality in Childhood**  
CAMS-UA 145  
*Offered in the fall and spring.*  
Gerson, Kerlek, Shaffer. 4 points.  
How do children learn right from wrong? Today’s youth face an onslaught of mixed messages about morality. Parents and teachers champion honesty, integrity, and empathy, while sports stars use steroids, music and video games glorify sexual violence, and politicians pander for votes based on prejudice and fear. At the same time, children are confronted with uniquely modern moral challenges, as they navigate bullying and privacy invasion on the Internet, easily accessible drugs, and gang and relationship violence. This course examines how children negotiate these challenges and learn moral principles, using perspectives from developmental neurobiology, evolutionary biology, philosophy, and multiple theoretical frameworks within cognitive and social psychology. Topics include gender, culture, socioeconomic status, education, and parenting and their influence on moral development from infancy through adolescence.

**Children and the Media**  
CAMS-UA 150  
*Offered in the fall and spring.*  
Foubister, Glawe. 4 points.  
Consuming media has far outstripped reading storybooks or playing make-believe as the average American child’s favorite pastime. Children between the ages of 2 and 18 years spend an average of five-and-a-half hours a day using some form of media. This course reviews the current literature on how media use affects children’s mental health, as well as their cognitive, emotional, and social development. Designed for those who wish to learn to think critically, this course provides a comprehensive, research-oriented review of how children and adolescents are influenced by the media. Discussions include an examination of controversial issues, such as media’s effects on children’s violent behavior and substance use, as well as the potential benefits of media.

**The 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? How have our parents affected what we learn, how we act, and how we manage our health? Just as you have wondered about these questions, so have scientists and professionals. We study parenting styles in detail to identify qualities that foster healthy child development. The course reviews research on the importance of parenting practices within a family context. Students also learn how to interact effectively with parents, how to mobilize parents, and what efforts have been successful in changing detrimental parenting actions. This course is for the curious and those interested in careers in education, health, and mental health.

**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. The instructor is a child and adolescent psychiatrist who has researched trauma and resilience and has worked clinically with children and families affected by divorce. The course 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.

**While You Were Sleeping**  
CAMS-UA 170  
*Offered in the fall and spring.*  
Shatkin, Baroni. 4 points.  
Sleep is somewhat akin to the ocean—it surrounds us, and we could not live without it, yet it remains a mystery whose secrets we are only now beginning to unfold. Scientific research into sleep and dreams began in earnest about 50 years ago. Since that time, the small and burgeoning field of sleep medicine has taught us a great deal about how and why we sleep. This course provides students with a comprehensive introduction to sleep and dreams throughout the life cycle. Our study includes a focus on normal sleep behavior and physiology, the evolution of sleep, circadian and biological rhythms, dreams, and the diagnosis and treatment of sleep disorders. Through exercises and assignments, students learn about 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 fall, spring, and summer.*  
Kamboukos, Bruzzese. 4 points.  
Approximately 72 percent of youth in the United
Asperger Institute or an affiliated school where they must also engage in a supervised experience. All diagnostic and treatment strategies, and finally issues links between brain and behavior. Epidemiology, etiological theories, various biological, behavioral, and psychological factors related to substance use and abuse in adolescents and children. The second half of the course considers substance-abuse prevention, treatment, and policy related to children and adolescents.

**The Literature of Children and Adolescents**

CAMS-UA 191 Offered in fall, spring, and summer. Marcus, Montalto. 4 points.

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

**Advanced Seminar: Autism Spectrum Disorders**

CAMS-UA 201 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in fall, spring, and summer. Nishawala, DeGeorge. 4 points.

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

**Advanced Seminar: Global Perspectives in Child and Adolescent Mental Health**

CAMS-UA 202 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101). Offered in the spring. Liu, Henry. 4 points.

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

**Advanced Seminar: Family Systems and Child and Adolescent Mental Health**

CAMS-UA 204 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101). Offered in the fall and spring. Roffman. 4 points.

Until the mid-20th century, the fields of psychiatry, psychology, and mental health were dominated by individually oriented theories of human experience, development, and psychopathology. Family systems theory emerged as a response to the limitations of that paradigm, offering a radically different way both of thinking about individuals and doing psychotherapy. This emerging model views human experience as irreducibly relational. From a systems perspective, an individual is always an individual embedded in networks of significant relationships, the most central of which is the family. This course presents family systems theory as a powerful tool for understanding families and for working with children and
adolescents and includes various clinical experiences. Special emphasis is placed throughout on multicultural dimensions of theory and practice.

Independent Study: Advanced Topics in Child and Adolescent Mental Health Studies
CAMS-UA 997, 998  Offered every semester.
1 to 4 points.
The independent study program offers upper-division students the opportunity to investigate an advanced topic with a faculty member in the Department of Child and Adolescent Psychiatry. Areas of study may include research methods, clinical interviewing, systems of care, and education and training.

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

COLLEGE OF ARTS AND SCIENCE

Neural Science
Introduction to Neural Science
NEURL-UA 100 4 points.
Behavioral and Integrative Neuroscience
NEURL-UA 220  Identical to BIOL-UA 202. 4 points.

Psychology
Introduction to Psychology
PSYCH-UA 1 4 points.
Cognitive Neuroscience
PSYCH-UA 25 4 points.
Developmental Psychology
PSYCH-UA 34 4 points.
Abnormal Psychology
PSYCH-UA 51 4 points.

Sociology
The Family
SOC-UA 451 4 points.
Childhood
SOC-UA 465 4 points.

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

Applied Psychology
Abnormal Psychology
APSY-UE 1038 3 points.
Personality Development
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.
Survey of Developmental Psychology:
Introduction
APSY-UE 1271 3 points.
Adolescent Development
APSY-UE 1272 3 points.

Special Education
Behavior Modification in Special Education Settings
SPCED-UE 1160 3 points.
Strategies for Teaching Children with Challenging Behavior
SPCED-UE 1161 3 points.

Speech-Language Pathology and Audiology
Language Disorders in Children
CSCD-UE 1207 3 points.

Teaching and Learning
Language Acquisition and Literacy Education in a Multilingual and Multicultural Context
TCHL-UE 1030 4 points.

COLLEGE OF NURSING

Populations at Risk for Mental Health Problems
NURSE-UN 242 2 points.
The Department of Cinema Studies at the Tisch School of the Arts holds a preeminent place among cinema studies programs in the country. Its approach to cinema focuses on the processes of understanding film and the moving image in its multiple cultural and interdisciplinary contexts. The undergraduate program treats the study of cinema both as an art form and as a form of mass culture. The study of film, as an art, is concerned with the relationships among film style, narrative form, and the material practices that shape the medium. The study of film as mass culture explores how film reflects societal values and processes of social change.

The department offers courses in the history, theory, aesthetics, and criticism of film, as well as film genres and techniques. Certain film courses given in the College of Arts and Science (CAS) may also be approved for the major or minor. Most of the Tisch courses include extensive film screenings and are supplemented by a weekly cinémathèque. Students 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.

The major in cinema studies consists of 40 points (typically ten courses), divided into three areas of study. Tier I consists of a core curriculum of five courses taken in sequence. Tier II consists of elective small lecture courses in the areas of film auteurs, genres, historical movements, national cinemas, television studies, and special topics. Tier III consists of large survey courses in American and international cinema.

Majors are required to complete five courses (20 points) in Tier I:

- Introduction to Cinema Studies (CINE-UT 10)
- Film History: Silent Cinema (CINE-UT 15)
- Film Theory (CINE-UT 16)
- Television: History and Culture (CINE-UT 21)
- One undergraduate Advanced Seminar (CINE-UT 7XX)

In addition, majors must complete a three-course distribution requirement in film history: one course in U.S. cinema and two courses in non-U.S. cinema.

Students wishing to complete honors in this major may apply during their junior year if they have maintained an overall GPA of 3.65, as well as a 3.65 GPA in their cinema studies major. Requirements of the honors program include (1) the successful completion of one graduate-level cinema studies class, (2) the writing of a 40-page honors thesis of suitable quality for conference presentation and/or publication, (3) the completion of an additional 4-point research-writing seminar (beyond the standard 40-point major) in which students revise and extend earlier work to complete the honors thesis, and (4) maintenance of the above GPAs until graduation.
Tier I: Core Courses

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

Introduction to Cinema Studies
CINE-UT 10 First semester of study. Allen. 4 points.
Designed to introduce the basic methods and concepts of cinema studies to new majors. The first goal is to help students develop a range of analytical skills in the study of film. By the end of the semester, they are fluent in the basic vocabulary of film form, understand the social questions raised by dominant modes of cinematic representation, and grasp the mechanics of structuring a written argument about a film's meaning. The second goal of the course is to familiarize students with some of the major critical approaches in the field (for example, narrative theory, feminism, cultural studies, 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. Lant. 4 points.
Examines the question of how the history of cinema has been studied and written by taking the period of silent film as its case study. Explores the historical and cultural contexts that governed the emergence of film as art and mass culture. Investigates the different approaches to narrative filmmaking that developed internationally in the silent period. Screenings include early cinema, works of Hollywood drama and comedy, Russian film and Soviet montage cinema, Weimar cinema, and silent black cinema.

Film Theory
CINE-UT 16 Third semester of study. Straayer. 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 Cracauer, 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. Choi. 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 4 points.
Involves in-depth study of a specific topic and encourages the student to produce original research.

Minor

A total of 16 points is required for the minor. This typically takes the form of four 4-point courses. The first course must be either Expressive Culture: Film (MAP-UA 750), recommended for CAS students, or Introduction to Cinema Studies (CINE-UT 10). An additional 12 points must be taken in CINE-UT (cinema studies) courses, or courses from elsewhere in the University and pre-approved 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.
Hier III
See the Department of Cinema Studies section of the Tisch School of the Arts Bulletin for a list and descriptions of Tier III courses.

Independent Study

Independent Study
CINE-UT 900 to CINE-UT 905  Prerequisite: written permission of a faculty adviser. 1 to 4 points per term. Students may take a maximum of 8 points of CINE-UT independent study.

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 Egyptian archaeology and culture, 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 other departments (Art History and Anthropology) and with the Alexander S. Onassis Program in Hellenic Studies. Academic internships, an honors program, opportunities to participate in archaeological excavations in Cyprus and Egypt, study abroad programs, and individualized study are also available.

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

FACULTY

Professors Emeriti
Bonfante, Dilts, Dunmore, Mayerson, Sifakis

Professors
Connelly, Cribiore, Davis, Konstan, Levene, Mitsis, peachin, Santirocco, Sider

Associate Professors
Becker, Connolly, Kowalzig, Monson

Clinical Associate Professor
Meineck

PROGRAM

MAJORS

Classics (Latin and Ancient Greek)
This major requires a total of 40 points (typically ten 4-point courses). 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.

Classical Civilization
This major requires a total of 40 points (typically ten 4-point courses). 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.

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 and art history to include Archaic and Classical Art: Greek and Etruscan (ARTH-UA 102), Hellenistic and Roman Art (ARTH-UA 103), and 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.

**Classical Civilization and Anthropology**

This interdepartmental major may follow one of two tracks, each requiring 20 points (five 4-point courses) from the Department of Anthropology and 20 points (five 4-point courses) 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.

**Classical Civilization and Hellenic Studies**

This joint major offers the possibility of two different tracks. Both tracks require a total of 40 points (ten 4-point courses). 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 already proficient through the first- or second-year level of modern Greek will take two or four courses in place of the first and/or second year of modern Greek, with the consent of the appropriate faculty.)

**Minors**

**Latin and Greek**

This minor requires 20 points (five 4-point courses) 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.

**Classical Civilization**

This minor requires 20 points (five 4-point courses) 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.)

**Honors Program**

Students may receive a degree with honors in classics or classical civilization. Honors recognition requires a 3.65 average overall, an average of 3.65 in all classics courses, participation in an Honors Seminar (normally in the fall of the senior year, CLASS-UA 295), and a completed honors thesis, which is written in the context of the fall seminar and a follow-up independent Senior Honors course (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 Abroad**

For study abroad opportunities, please see Spring and Summer Study Abroad Courses under Course Offerings.

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**COURSES**

**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.

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

Advanced Latin: Lyric and Elegy  
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 those of Plautus and Terence. The development of Roman comedy, its relationship to Greek New Comedy, and its social and cultural place in Roman life are also discussed. Some facility in Plautine and Terentian meter is expected.

**Advanced Latin: Satire**  
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, this course traces the development of the satiric mode from its earliest beginnings in Rome to its flowering under the Empire. The relationship of satire to the social world of Rome, including its treatment of money, women, political figures, and social climbers, is also examined.

**Advanced Latin: Latin Historians**  
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. The course also considers the rise and development of history in Rome, its relationship to myth, and its narrative structure and manner.

**Advanced Individual Study in Latin**  
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. The course studies the use of the various lyric forms, the different meters employed by the archaic poets, and the social functions of archaic poetry.

**Advanced Greek: Greek Historians**  
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. The course examines the themes, narrative structure, and methodology of both writers, as well as giving some consideration to the rise of history writing in Greece and its relationship to myth and epic.

**Advanced Greek: Drama**  
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). The course 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 (No Latin or Greek Required)**  
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. This course covers, through the best
available translations, the masterpieces of the three great Athenian dramatists. Analysis of the place of the plays in the history of tragedy and the continuing influence they have had on serious playwrights, including those of the 20th century.

The Comedies of Greece and Rome
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 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 Chaeretis and Callirhoe, Longus's Daphnis and Chloe, Heliodorus's Ethiopian Tale, Lucian's True History, Petronius's Satyricon, and Apuleius's Golden Ass. Concludes with the Gesta Romanorum and the influence of this tradition on later prose, such as Elizabethan prose romance.

Ancient Political Theory
CLASS-UA 206  Offered periodically. 4 points.
Examines the foundation and interpretation of Athenian democracy and Roman republicanism. Readings include Plato's Republic, Thucydides' History of the Peloponnesian War, Aristotle's Politics, and Cicero's Republic and Laws.

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

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. This course traces 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. The course surveys 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 monarchic 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. This course examines the social and political history of the Roman Empire from the time of Augustus to that of Constantine and also closely observes the parallel growth of Christianity.

**History of Ancient Law**

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. Issues of conservation, preservation, and ethics are considered through case studies that focus on sites, monuments, and materials. Team-taught with physical chemistry professor Norbert S. Baer of the Institute of Fine Arts Conservation Center, this course reviews a range of applied technologies used in the analysis of ancient objects: radiocarbon dating, thermoluminescence, dendrochronology, stable isotope analysis, dedolomitization, and elemental analysis. Authenticity and forgery, dating and provenance, and the sourcing of ancient materials are among the issues examined. The use of coins, inscriptions, and stamped amphora handles and ceramics is evaluated as criteria for establishing absolute and relative chronologies. Consideration is given to the role that stylistic analysis and connoisseurship have played in our understanding of ancient art. This interdisciplinary course is ideal for students who are interested in the intersection of classical archaeology with law, science, ethics, public policy, cultural resource management, and the environment. We track 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.**

This colloquium 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. This course 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), 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), 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' *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. This course traces 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. It deals with changes in Greek religion during the Roman republic and early empire and the success of Christians in converting pagans in spite of official persecution.

**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 martyrrological 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.

**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 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.

**Spring and Summer Study Abroad Courses**  
**Archaeological Fieldwork: Yeronisos Island Excavation 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. The course focuses on the aims, scope, and tools of field survey and archaeology; the practice of stratigraphic excavation; and the ways in which we deal with archaeological evidence. Field training includes surface survey and field walking; principles of stratigraphic excavation, using a level and laser theodolite, taking elevations, computer-aided drawing and design, setting out an excavation grid square, keeping a field book, and field photography; data entry and the Yeronisos Island Expedition Database; health and safety in the field and on the boat; closing the site for the season, final elevations, aerial photography, rubble wall consolidation, geotextiles, and backfilling; packing up the storeroom and conservation and registration of finds; 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; Neolithic and Chalcolithic Cyprus; Ptolemaic rule in Cyprus; late Roman and Byzantine Cyprus; archaeologies of cult and religion; Hellenistic pottery: shapes, wares, and functions; and reading Greek inscriptions. Field trips include Nea Paphos, Roman villas and mosaics at the House of Theseus, House of Aion, and House of Dionysos; Hellenistic Tombs of the Kings, the sanctuary of Aphrodite at Palaipaphos and the Kouklia Museum, the Persian siege mound at Palaipaphos; Sousskiou Neolithic/Chalcolithic Cemetery; the Paphos Museum; Geroskipou Folk
Art Museum, Lemba Experimental Chalcolithic Village, the Monastery and Byzantine Museum at Agios Neophytoς; and flora and fauna study, hiking in the Akamas Peninsula, and the Sea Turtle Conservation Project at Lara Beach.

**SPRING SEMESTER IN EGYPT STUDY ABROAD COURSES**

Inquiries about the associated undergraduate spring semester abroad program Archaeology and History in Egypt, offered through the NYU Institute for the Study of the Ancient World, should be made to its director, Ellen Morris (em129@nyu.edu). The website is www.amheida.org. Click on the Student Information button for more information on this program.

**The Oases of Egypt**
CLASS-UA 9355  *Offered in the spring. 4 points.* This seminar explores the history and culture of Egypt’s western oases, especially of Dakhleh Oasis. In the course of this month, as we travel physically around Dakhleh and Kharga and chronologically from deep prehistory to the advent of Christianity, we address issues of insularity and connectivity with respect to the Nile Valley, as well as the relationship between humans, technology, and the natural environment. Inhabitants of the oases always enjoyed a rather precarious existence, because of the difficulty of travel, the ever-present risk of salinization, hostile desert raiders, and general remoteness; thus, we are alerted to the ways in which the realities of living on an oasis provoked identifiable and to some degree recurrent cultural dynamics.

**The Archaeology of Egypt’s Nile Valley**
CLASS-UA 9356  *Prerequisites: The Oases of Egypt (CLASS-UA 9355) and Field Work in Egypt (CLASS-UA 9357). Offered in the spring. 4 points.* In this traveling seminar, students leave Dakhleh Oasis for the Nile Valley to place what they have studied into a wider cultural context. During the course of the month, students visit temples, tombs, settlements, and other sites throughout Egypt, from Aswan to Alexandria. Seminar sessions and class presentations focus on themes related especially to Egypt’s ever-evolving religious and funerary beliefs, as well as the complex, often multicultural, nature of Egyptian civic life at various periods.

**Field Work in Egypt**
CLASS-UA 9357  *Prerequisite: The Oases of Egypt (CLASS-UA 9355). Offered in the spring. 4 points.* This intensive course is largely field-based, with additional time spent processing, recording, and analyzing materials at the excavation house. Students are involved in almost every aspect of the archaeological field process. Specialists offer instruction in survey techniques, in the drafting of archaeological plans, and in the interpretation of ceramics and other highly indicative artifacts. As the bulk of excavation in Egypt is undertaken by local workmen, students receive training as a site supervisor (with all of the necessary background in archaeological methodology that this entails).

**Independent Project: Excavation at Amheida**
CLASS-UA 9358  *Prerequisite: participation in the NYU Archaeology and History in Egypt program. Offered in the spring. 4 points.* For this independent project, students produce original research on some aspect of the material culture so far unearthed at Amheida. Students may choose to specialize in a type of artifact (such as pottery, flints, or coins), choose to analyze specific contexts in depth, or develop a specific project based on their own interests and backgrounds. In all cases, they are encouraged to formulate and test hypotheses. Once completed, independent projects are archived in the library for the use of all other archaeologists who work at Amheida. Research undertaken while at Dakhleh is facilitated by our online database, by collections stored on site, and by the dig house library.

**Graduate Courses Open to Undergraduates**

Courses in classics offered in the Graduate School of Arts and Science are open to all undergraduates who have reached the required advanced level of Greek or Latin language instruction.
Comparative literature is an innovative major that encourages students to follow their passion for literature by venturing beyond national and disciplinary boundaries. In the spirit of our times, students delve into literature from all over the world and explore its intersections with other media and disciplines, such as cinema studies, art history, philosophy, politics, anthropology, history, and linguistics. Comparative literature departmental course offerings include classes in world literature and interdisciplinary studies that allow students to work intensively with a distinguished faculty of scholars in African, African American, Caribbean, Chinese, Classical, European and Anglo American, Latin American, Middle Eastern and Islamic, and Russian and Eastern European literary and cultural studies. At the same time, the major encourages students to take advantage of the rich offerings of courses in other NYU departments and/or study away sites.

**FACULTY**

Professors Emeriti
Braithwaite, Chioles, Javitch, Reiss

University Professor; Professor of Comparative Literature and Africana Studies
Diawara

University Professor; Professor of Comparative Literature and German
Ronell

Professors
Apter, Baer, Lampolski, Lezra, K. Ross, Sanders, Sieburth, X. Zhang

Associate Professors
Basterra, Dopico, Garcia

Assistant Professors
Bianchi, Halim, Vatulescu

Associated Faculty
Bishop, Fischer, Freccero, Gajarawala, Kennedy, Molloy, Pratt, Stlatkin, Stam, Tylus, Watson, Young

Affiliated Faculty
Beaour, Dash, Feldman, Galloway, Goebel, Haverkamp, Hollier, Huber, Kay, Krabbenhoff, Levy, Lockridge, Lounsbery, Majithia, Meisel, Mikhail, Schechner, Shohat, Viticz

**PROGRAM**

**Departmental Objectives**

The major provides an ideal intellectual site for students to draw connections across cultures, periods, genres, and disciplines in a rigorous yet individually designed way. Building from the assumption that the study of single texts and cultures is enriched by a knowledge of surrounding texts and cultures, we view literature from a broad and inclusive perspective. We explore the intersections of literature with philosophy, politics, anthropology, history, and literary theory; we illuminate crucial comparisons suggested by drama, music, the visual arts, and modern media; and we examine works not ordinarily seen as literary, tracing their effect on cultural representations of gender, race, and class.

**General Information**

The guidelines of our program allow students great flexibility in shaping a course of study suited to their own intellectual goals. While all majors must take four courses originating in the Department of Comparative Literature, our commitment to a global and interdisciplinary outlook means that the remaining six courses required for the major can be taken in other departments or even, by taking advantage of NYU study away opportunities, on other continents. All students planning to major in comparative literature register with the director of undergraduate studies, who works closely with them to develop a coherent sequence of courses suited to their individual interests. Periodical advising sessions with the director of undergraduate studies and a remarkably low student-faculty ratio help our students make the most of the wide range of possibilities that define the major.

A comparative literature major could lead to the advanced study of literature at the graduate level but could just as readily be a strong basis for advanced degrees and/or careers in journalism, publishing, international relations,
international law, cultural studies, medicine, philosophy, education, public policy, film and entertainment, and
the information industries of computer software and the World Wide Web.

Declaration of Major
To take full advantage of the opportunities provided by comparative literature, students are encouraged to
declare the major as early in their academic career as possible. Special note: Students planning on a junior year
term abroad are encouraged to consult and declare with the director of undergraduate studies in the Department
of Comparative Literature before their departure.

Major
The major has two tracks, each consisting of ten 4-point courses (40 points) organized as follows:

Track 1: Literature
This track includes the following courses:

• Four courses (16 points) originating in the Department of Comparative Literature, including Introduction
to Comparative Literature (COLIT-UA 116) and the Junior Theory Seminar (COLIT-UA 200). 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.
• 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.

Track 2: Literary and Cultural Studies
Track 2 includes the following requirements:

• Four courses (16 points) originating in the Department of Comparative Literature, including Introduction
to Comparative Literature (COLIT-UA 116) and the Junior Theory Seminar (COLIT-UA 200). 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.
• 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 litera-
ture and other departments. The possibility of pursuing a double major should be discussed with the director of
undergraduate studies.

Minor
The Department of Comparative Literature welcomes minors. Requirements for a minor in comparative
literature consist of four courses originating in the department (i.e., not cross-listed courses originating in other
departments), including Introduction to Comparative Literature (COLIT-UA 116), and reading knowledge
of a foreign language.

Advisement
The director of undergraduate studies serves as adviser to all comparative literature majors and minors.
Honors Program
To graduate with honors in the major, a student must maintain at least a 3.65 average in the 10 courses required for the major, earn at least a 3.65 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 spanning two semesters and produce a quality senior thesis. The Senior Seminar (COLIT-UA 400) is in addition to the four courses originating in the Department of Comparative Literature and the other six courses of the major. The independent study can count as one of the 10 major requirements, pending approval from the director of undergraduate studies.

Internship
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 literary archetypes as developed by modern authors from the 17th century to the present. While the course emphasizes the more recent adaptations of such archetypes as Prometheus, Orestes, and Hippolytus, it also includes the Greco-Roman origin and transformation of different archetypes through succeeding epochs of Western civilization. Authors include Shakespeare, Racine, Alfieri, Shelley, Sartre, O’Neill, Gide, Giraudoux, and Eliot.

Tragedy
COLIT-UA 110  Identical to DRLIT-UA 200, ENGL-UA 720. Offered every other year. 4 points.
Historical and critical study of the idea and practice of tragedy from Greek times to the present.

Introduction to Comparative Literature
COLIT-UA 116  Offered every semester. 4 points.
Required for all majors in comparative literature. Explores the theory of comparative literature from its inception as a discipline to the present. Readings vary 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 the status of which is now being reassessed: the travel account, autobiography, and fantastic fiction. Examining a different genre each time it is offered, the course also provides students with the opportunity to question what constitutes literature or a literary genre.

Topics in Caribbean Literature
COLIT-UA 132  Identical to SCA-UA 780, ENGL-UA 704. Offered every other year. 4 points.
Study of the literature and society of the Caribbean. Emphasizes the Anglophone Caribbean within a comparative framework of French/Haitian, Spanish, Dutch, and Surinamese Caribbean modes. Topics vary yearly, from a concentration on Caribbean poetry to other cultural forms and presentations. Readings of literature, history, and political theory supplemented with performance, music, film, and video. Subjects include women writers, orality, novels of childhood, and pioneer literary figures.

Topics in Popular Culture
COLIT-UA 136  Offered every one to two years. 4 points.
Addresses topics in modern and contemporary popular culture. Topics vary yearly and may include the detective novel, television, popular music, folklore, visual culture, and romantic fiction.

Masterpieces of Renaissance Literature
COLIT-UA 151  Usually offered every other year. 4 points.
Comparative study of major works of Renaissance literature. Authors include Erasmus, More, Machiavelli, Ariosto, Rabelais, Montaigne, Shakespeare, and Cervantes. The new secular view
DEPARTMENT OF COMPARATIVE LITERATURE

of the world that emerges in their works and the ways in which these authors conform to and defy inherited moral, social, and literary conventions receive special attention.

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. We undertake 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 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.
The most influential 20th-century contributions to theories of cultural analysis are examined. Readings are organized into a series of prominent debates: cultural studies, postmodernism, the male gaze, Third World literature, national liberation. Readings from Walter Benjamin, Roland Barthes, Frantz Fanon, Gail Rubin, Laura Mulvey, Fredric Jameson, Aijaz Ahmad, and Claude Lévi-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 aim of this course is the preparation and the writing of the senior honors thesis. (Students must have a 3.65 or better GPA, both overall and in the major.) We examine several critical/theoretical approaches, as many (and more) as are necessary to meet the needs of each student. Each student makes a presentation of his or her thesis proposal along with the critical position to be taken. Each critical position is then studied by the class so students can make a contribution toward their classmates' theses. In addition, we review thesis research and writing methods.

Readings in Contemporary Literary Theory
COLIT-UA 843  Identical to ENGL-UA 735. 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  Identical to SCA-UA 781, ENGL-UA 707. 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.
Computer science is an academic discipline rooted in mathematics, as well as a practical art underlying innovation in business, science, economics, graphic design, communications, government, and education. The value of a computer science degree in a liberal arts program is consistently growing due to demand for graduates with both general knowledge and specialized skills.

The department offers three major programs: the computer science major, the joint computer science/mathematics major, and the joint economics/computer science major. The department also offers three minor programs: the computer science minor, the 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. The goal of the minors is to train students to be proficient users of computers and computer software with less emphasis on mathematical tools. Courses combine practical programming experience with techniques for analyzing problems and designing computer algorithms.

Advanced undergraduate students can work on a variety of research projects with the faculty. Outstanding undergraduates may pursue a master’s degree through an accelerated five-year program.
year, they will have time to take additional electives in computer science before graduating in four years. 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. Students wishing to major or minor in computer science must fulfill the prerequisite, Introduction to Computer Programming (CSCI-UA 2), before taking CSCI-UA 101. For students with previous programming experience, CSCI-UA 2 may be waived by taking a placement exam given by the department. Prospective majors should visit the undergraduate department in Warren Weaver Hall during the fall semester of their freshman year and should declare the major after successfully completing CSCI-UA 101.

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

**First Year of Major**
- **Fall term:** CSCI-UA 101, MATH-UA 121
- **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 Economics**

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 the joint ECCS major. This major has requirements in three departments, including mathematics. A grade of C (2.0) or better is necessary in all courses used to fulfill joint major requirements.

The economics requirements (9 courses/36 points) are:
- Introduction to Economic Analysis (ECON-UA 5)
- Mathematics for Economists (ECON-UA 6)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Analytical Statistics (ECON-UA 20)
- Introduction to Econometrics (ECON-UA 266)
- Plus three economics elective courses, at least two of which must be theory-track courses at the 300 level. One of these electives may be replaced by Introduction to Database Systems (CSCI-UA 444).

The mathematics requirements (four courses/16 points) are:
- Discrete Mathematics (MATH-UA 120)
- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Calculus III (MATH-UA 123)

The computer science requirements (nine courses/36 points) are CSCI-UA 101, CSCI-UA 102, CSCI-UA 201, CSCI-UA 202, CSCI-UA 310, and four computer science electives at the 400 level. One of these electives may be replaced by Linear Algebra (MATH-UA 140), ECON-UA 310, ECON-UA 337, ECON-UA 365, or ECON-UA 375. (See the Economics section of this Bulletin for course information.)

**Joint Major in Computer Science and Mathematics**

This is an interdisciplinary major (typically eighteen courses/72 points) offered by the Department of Computer Science with the Department of Mathematics. A grade of C (2.0) or better is necessary in all courses used to fulfill joint major requirements.

The mathematics requirements (typically ten courses/40 points) are:
• Discrete Mathematics (MATH-UA 120)
• Calculus I (MATH-UA 121)
• Calculus II (MATH-UA 122)
• Calculus III (MATH-UA 123)
• Linear Algebra (MATH-UA 140)
• Analysis I (MATH-UA 325)
• Algebra I (MATH-UA 343)
• Two additional mathematics courses numbered above MATH-UA 120
• One course chosen from MATH-UA 224, MATH-UA 326, or MATH-UA 344 (see the Mathematics section of this Bulletin for course information)

The computer science requirements (eight courses/32 points) are CSCI-UA 101, CSCI-UA 102, CSCI-UA 201, CSCI-UA 202, and CSCI-UA 310, as well as Numerical Computing (CSCI-UA 421) and two computer science courses/electives at the 400 level.

Minors

Minor in computer science (four courses/16 points): CSCI-UA 101, CSCI-UA 102, CSCI-UA 201, and MATH-UA 121

Joint minor in computer science and mathematics (four courses/16 points): CSCI-UA 101, CSCI-UA 102, MATH-UA 121, and MATH-UA 122

Minor in web programming and applications: any four courses (16 points total) offered by the Department of Computer Science

B.S./B.S. Program

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

Computer Facilities

The Department of Computer Science has access to a variety of computers for both research and instructional use. The main computers for instructional use are PCs and Macs. Upper-level courses also use a variety of other computers, including Linux workstations and servers running Linux and Solaris. Most instructional facilities are operated by 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.

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 listed at the 400 level; and the following mathematics courses: MATH-UA 120, MATH-UA 121, MATH-UA 122, and MATH-UA 140. Two of the above computer science courses must be completed with honors credit. Research work must culminate in a thesis (typically 40 to 60 pages in length) to be presented at the Undergraduate Research Conference. An overall and major GPA of 3.65 is required.

Information on honors programs in the joint computer science/mathematics and computer science/economics majors can be found on the department's website, www.cs.nyu.edu.
Nonmajor Courses

Computers in Society
CSCI-UA 1  No prior computing experience is assumed. Note: This course is not intended for computer science majors. Offered in the spring. 4 points.  
Addresses the impact of the digital computer on individuals, organizations, and modern society as a whole, and the social, political, and ethical issues involved in the computer industry. Topics change to reflect changes in technology and current events. Guest lecturers from various fields are invited to speak in class.

Introduction to 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 computer science department before registering. Students who have taken or are taking Introduction to Computer Science (CSCI-UA 101) will not receive credit for this course. Note: This course is not intended for computer science majors, although it is a prerequisite for students with no previous programming experience who want to continue into CSCI-UA 101. 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 & 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 computer science 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 of the course 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 & 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 & Computer Principles (CSCI-UA 4). Offered in the fall. 4 points.  
Provides a practical approach to web technologies and programming. Students build interactive, secure, and powerful web programs. Covers client and server side technologies for the web. Additional topics include foundations of the web, such as JavaScript, PERL/CGI, SSI, Server Technologies, XML, DTD, and XSL.

Topics of General Computing Interest
CSCI-UA 380  Topics determine prerequisites. 4 points.  
Detailed descriptions available when topics are announced. Typical offerings include Introduction to Multimedia; Database and Web Programming; and Interface Design for the World Wide Web. Note: This course cannot be used for credit toward the major sequence.

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 programming projects in a high-level programming language. Intended primarily as a first course for computer science majors but also suitable for students of other scientific disciplines. Programming assignments.

Data Structures
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: Data Structures (CSCI-UA 102) and Linear Algebra (MATH-UA 140). Offered in the spring. 4 points.
Introduction to numerical computation: the need for floating-point arithmetic, the IEEE floating-point standard. Importance of numerical computing in a wide variety of scientific applications. Fundamental types of numerical algorithms: direct methods (e.g., for systems of linear equations), iterative methods (e.g., for a nonlinear equation), and discretization methods (e.g., for a differential equation). Numerical errors: How can you tell if you can trust your answers? The use of graphics and software packages such as Matlab. Programming assignments.

Computer Architecture
CSCI-UA 436  Prerequisites: Computer Systems Organization (CSCI-UA 201) and Discrete Mathematics (MATH-UA 120). Offered in the fall. 4 points.
A first course in the structure and design of computer systems. Basic logic modules and arithmetic circuits. Control unit design of computers and structure of a simple processor; speed-up techniques. Storage technologies and structure of memory hierarchies; error detection and correction. Input/output structures, busses, programmed data transfer, interrupts, DMA, and microprocessors. Discussion of various computer architectures; stack, pipeline, and parallel machines; and multiple functional units.

Introduction to Database Systems
CSCI-UA 444  Prerequisites: Computer Systems Organization (CSCI-UA 201) and Basic Algorithms (CSCI-UA 310). Offered in the spring. 4 points.
Modeling the information structure of an enterprise. Logical design and relational database implementation using a tool such as Visio. Relational algebra and SQL as implemented in representative systems, such as Microsoft Access and Oracle. Normalization and denormalization. Introduction to online analytical processing, physical design, query processing and optimization, recovery and concurrency.

Theory of Computation
CSCI-UA 453  Prerequisite: Basic Algorithms (CSCI-UA 310). Offered in the fall. 4 points.
Takes a mathematical approach to studying topics in computer science, such as regular languages and some of their representations (deterministic finite automata, 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.
Object-oriented programming has emerged as a significant software development methodology.
This course introduces the important concepts of object-oriented design and languages, including code reuse, data abstraction, inheritance, and dynamic overloading. Covers in depth those features of Java and C++ that support object-oriented programming and gives an overview of other object-oriented languages of interest. Significant programming assignments stressing object-oriented design.

**Artificial Intelligence**
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.

**Software Engineering**
CSCI-UA 474  *Prerequisites: Operating Systems (CSCI-UA 202) and Object-Oriented Programming (CSCI-UA 470), or permission of the department.*  Offered in the spring. 4 points.
An intense hands-on study of practical techniques and methods of software engineering. Topics include software processes and management, requirements engineering, software evolution and configuration management, advanced object-oriented design, design patterns, code construction techniques, verification and validation techniques, and code optimization and tuning. All topics are integrated and applied during the semester-long group project. The aim of the group project is to prepare students for dynamics in a real workplace. Members of the group meet on a regular basis to discuss the project and to assign individual tasks. Students are judged primarily on the final project.

**Applied Internet Technology**
CSCI-UA 476  *Prerequisite: Computer Systems Organization (CSCI-UA 201).* 4 points.
Covers applied Internet technologies and programming for the web. Students build secure, interactive, and powerful Internet/web applications. Discusses important topics such as Java Servlets, JavaServer Pages, databases and JDBC, XML, web services, and related standards, including SOAP, WSDL, and UDDI.

**Introduction to Cryptography**
CSCI-UA 478  *Identical to MATH-UA 243.*  *Prerequisite: Basic Algorithms (CSCI-UA 310).* 4 points.
Provides an introduction to the principles and practice of cryptography and its application to network security. Topics include symmetric-key encryption (block ciphers, modes of operations, AES), message authentication (pseudorandom functions, CBC-MAC), public-key encryption (RSA, ElGamal), digital signatures (RSA, Fiat-Shamir), authentication applications (identification, zero-knowledge), and others, time permitting.

**Special Topics in Computer Science**
CSCI-UA 480  *Topics determine prerequisites. Note: This course may be taken for credit in the major sequence more than once as long as the topics covered are different. Offered in the fall and spring.* 4 points.
Covers topics in computer science at an advanced level. Detailed course descriptions are available when topics are announced for a semester. Typical offerings include, but are not limited to, Bioinformatics, Building Robots, Computer Graphics, Machine Learning, Network Programming, Computer Vision, and Multimedia for Majors.

**Undergraduate Research**
CSCI-UA 520, 521  *Prerequisite: permission of the department.* 4 points per term.
The student performs computer science research supervised by a faculty member actively engaged in research, possibly leading to results publishable in the computer science literature. A substantial commitment to this work is expected of the student. The research project may be one or two semesters, to be determined in consultation with the faculty supervisor. Students taking this course for honors credit are required to write an honors thesis. All other students need to submit a write-up of the research results at the conclusion of the project.

**Independent Study**
CSCI-UA 997, 998  *Prerequisite: permission of the department. Does not satisfy major elective requirement.* 2 to 4 points per term.
Students majoring in the department are permitted to work on an individual basis under the supervision of a 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 reserved for graduate credit if the student is pursuing the accelerated master’s program or substituted for undergraduate elective credit. Consult the department’s website: www.cs.nyu.edu.
The minor in creative writing offers undergraduates the opportunity to sharpen their skills while exploring the full range of literary genres, including poetry, fiction, and creative nonfiction. The minor requires 16 points (three to four creative writing courses). The introductory workshop Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815, 4 points) or the study abroad course Creative Writing (CRWRI-UA 9815, 4 points) or equivalent is generally the foundational course, to be followed by 12 additional points from the program's CRWRI-UA course offerings.

However, students who take one of the program’s 8-point summer intensives Writers in New York (CRWRI-UA 818 or 819), Writers in Paris (CRWRI-UA 9818 or 9819), or Writers in Florence (CRWRI-UA 9828 or 9829) are not required to take the introductory workshop (CRWRI-UA 815, CRWRI-UA 9815, or equivalent). Following completion of one of these 8-point intensives, students may take advanced course work in the
same genre as their summer intensive (i.e., either fiction or poetry) and/or move directly into an intermediate workshop in an alternative genre.

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.

The minor must be completed with a minimum grade point average of 2.0 (C). No credit toward the creative writing 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 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.

To declare the minor: Students in the College of Arts and Science may declare a creative writing minor by visiting the Program in Creative Writing at the Lillian Vernon Creative Writers House (58 West 10th Street) or 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.

Course substitution policy: 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 creative writing course offered outside of the CAS Program in Creative Writing. To petition to substitute an outside course, students must submit the course’s description and syllabus (including course readings and assignments), as well as a brief note explaining whether they would like to substitute the course for the introductory prerequisite workshop or for one of the minor electives. The program will review the submitted syllabus to verify course level and determine substitution eligibility. Students are encouraged to petition for course substitution prior to registration, and should submit materials to:

Undergraduate Programs Manager
NYU Program in Creative Writing
Lillian Vernon Creative Writers House
58 West 10th Street, Room B001
New York, NY 10011-8702
creative.writing@nyu.edu

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

Fulfilling minor requirements while studying abroad: Students wishing to begin the creative writing minor while studying abroad at one of the NYU sites should register for Creative Writing (CRWRI-UA 9815) or (if studying abroad 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 abroad require a petition for substitution and approval by the program.

The NYU Program in Creative Writing offers introductory courses in poetry and fiction, as well as upper-level courses that focus on specific elements of formal and experimental poetry, fiction, and creative nonfiction. In addition to the on-campus creative writing courses offered throughout the year, special winter session 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.

This popular introductory workshop offers an exciting introduction to the basic elements of poetry and fiction, with in-class writing, take-home reading and writing assignments, and substantive discussions of craft. The course is structured as a workshop, which means that students receive feedback from their
Program in Creative Writing

Instructor and their fellow writers in a roundtable setting, and they should be prepared to offer their classmates responses to their work.

Intermediate Workshops in Fiction, Poetry, and Creative Nonfiction
CRWRI-UA 816 (Fiction), CRWRI-UA 817 (Poetry), CRWRI-UA 825 (Creative Nonfiction)

Prerequisite for Fiction: Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in Paris: Fiction (CRWRI-UA 818), or Writers in Paris: Poetry (CRWRI-UA 819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Fiction (CRWRI-UA 860), or Impossible Writing (COSEM-UA 118), or equivalent. Workshop. Offered fall, winter, and spring.

Prerequisite for Poetry: Intermediate Poetry Workshop (CRWRI-UA 817), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in Paris: Poetry (CRWRI-UA 819), or Writers in Florence: Poetry (CRWRI-UA 819), or Master Class in Poetry (CRWRI-UA 870), or equivalent. Workshop. Offered fall and spring.

Prerequisite for Creative Nonfiction: Intermediate Creative Nonfiction Workshop (CRWRI-UA 825), or Master Class in Creative Nonfiction (CRWRI-UA 880), or equivalent. Workshop. Offered fall and spring.

These intermediate workshops offer budding poets and fiction writers an opportunity to continue their pursuit of writing through workshops that focus on a specific genre. The workshops also integrate in-depth craft discussions and extensive outside reading to deepen students' understanding of the genre and broaden their knowledge of the evolution of literary forms and techniques.

Advanced Workshops in Fiction, Poetry, and Creative Nonfiction
CRWRI-UA 820 (Fiction), CRWRI-UA 830 (Poetry), CRWRI-UA 850 (Creative Nonfiction)

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 Master Class in Fiction (CRWRI-UA 850), or equivalent. Workshop. Offered fall, spring, and summer.

Prerequisite for Poetry: Intermediate Poetry Workshop (CRWRI-UA 817), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in Paris: Poetry (CRWRI-UA 819), or Writers in Florence: Poetry (CRWRI-UA 819), or Master Class in Poetry (CRWRI-UA 870), or equivalent. Workshop. Offered fall, spring, and summer.

Prerequisite for Creative Nonfiction: Intermediate Creative Nonfiction Workshop (CRWRI-UA 825), or Master Class in Creative Nonfiction (CRWRI-UA 880), or equivalent. Workshop. Offered fall and spring.

4 points each course.

These advanced workshops provide students with the opportunity to hone their individual voices and experiment with different aesthetic strategies in a genre-specific workshop taught by an eminent writer in the field. The workshops 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 (Fiction), CRWRI-UA 870 (Poetry), CRWRI-UA 880 (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 Paris: Fiction (CRWRI-UA 819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Fiction (CRWRI-UA 9818), or Impossible Writing (COSEM-UA 118), or equivalent. Workshop. Offered fall and spring.

These intermediate workshops offer budding poets and fiction writers an opportunity to continue their pursuit of writing through workshops that focus on a specific genre. The workshops also integrate in-depth craft discussions and extensive outside reading to deepen students' understanding of the genre and broaden their knowledge of the evolution of literary forms and techniques.
PROGRAM IN CREATIVE WRITING

(CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Intermediate Poetry Workshop (CRWRI-UA 817), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 9819), or Writers in Paris: Fiction (CRWRI-UA 818), 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. Workshop. Offered fall and spring. 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 9819), or Writers in Paris: Fiction (CRWRI-UA 818), 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. Workshop. Offered fall and spring. Recommended prerequisites: Advanced Fiction (CRWRI-UA 820) for the Master Class in Fiction, Advanced Poetry (CRWRI-UA 830) for the Master Class in Poetry, Advanced Creative Nonfiction (CRWRI-UA 850) for the Master Class in Creative Nonfiction. Application required. 4 points each course.

These master classes—taught by acclaimed poets and prose writers—are open to select NYU undergraduates. Manuscript submission is required for admission. Master classes are limited to 12 students and provide intensive mentoring and guidance for serious and talented undergraduate writers. Each master class has a distinct emphasis and area of exploration; course descriptions are available online prior to registration.

Writers in New York: Fiction or Poetry
CRWRI-UA 818 (Fiction), CRWRI-UA 819 (Poetry) Workshop. Application required. Offered in the summer. 8 points each course.

Offers poets and fiction writers an opportunity to develop their craft while living the writer's life in Greenwich Village. Students participate in daily workshops and craft classes, are mentored by accomplished professional writers, and attend readings 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 (Fiction), CRWRI-UA 9819 (Poetry) Workshop. Application required. Offered in the summer. 8 points each course.

Offers poets and fiction writers an opportunity to experience the writer's life in Paris. Students participate in daily workshops and craft classes, are mentored by accomplished professional writers, and attend readings and special seminars led by Paris-based writers and editors. Assignments encourage immersion in the city. Students work intensively to generate new writing and also attend a lively series of readings, lectures, literary walking tours, and special events.

Writers in Florence: Fiction or Poetry
CRWRI-UA 9828 (Fiction), CRWRI-UA 9829 (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 in Creative Writing. An internship may not be used to fulfill the minimum requirements of the minor. For full policies, registration procedures, and the application form, please visit the program's 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.

CREATIVE WRITING • COLLEGE OF ARTS & SCIENCE • NEW YORK UNIVERSITY
**MAJOR/MINOR IN**

**Dramatic Literature**

Drama, a universal and essential art form, provides a fitting focus of study in a liberal arts education. The special opportunities provided by New York as a world theatre center make the study of dramatic literature at NYU vital and intimately connected to other arts and disciplines. This program, which is administered by the Department of English, brings together courses from the entire University in dramatic literature, theatre production, and playwriting. To all undergraduates, it offers survey courses in the theory and history of drama, as well as electives in more specific subjects. To the major, the program offers a coherent program of study centered on the history of dramatic literature from its origins to the contemporary New York theatre scene. Majors supplement the study of dramatic literature with courses in theatre production, writing, and cinema.

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

**FACULTY**

- **Professors**
  - Archer, Blake
  - Chaudhuri, Gilman
  - Guillory, Harries

- **Associate Professors**
  - Augst, Starr
  - Waterman

- **Adjunct Professors**
  - Horwich, Martin
  - Moore, Oliver
  - Osburn

- **Affiliated Faculty**
  - Amkpa (Tisch)
  - Bishop, Chioles
  - lampolski, Lane
  - Meineck, Miller
  - Reiss, Taylor (Steinhardt)
  - Vorlicky (Tisch)
  - Ziter (Tisch)

**Chair of the English Department**

Professor Chaudhuri

**Adviser for Dramatic Literature**

Professor Chaudhuri

**PROGRAM**

**Major**

A minimum of ten 4-point courses (40 points) offered by the department, including DRLIT-UA 110 and DRLIT-UA 111, and one course in dramatic literature before 1900. Of the remaining courses, no more than five courses may be drawn from the areas of cinema and practical theatre combined.

**Minor in Dramatic Literature**

Any four 4-point DRLIT-UA courses (16 points) offered by the department. Only two of the four may be in the area of cinema and practical theatre.

**Honors**

The department offers an honors program for majors in their junior and senior years 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) must be completed when students apply. The 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. Interested majors should apply to the director of undergraduate studies.

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

Courses used to satisfy requirements for either the major or minor in dramatic literature may not be used to satisfy the requirements for any other major or minor. Independent study courses and internships do not count toward the minimum requirements for the major or minor. Transfer students must complete at least half of the required courses for the major and minor programs at the College. Please note C is the lowest grade that may be counted toward the major or minor. Two-credit courses are not counted toward the major.
**Information and Advisement**

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

**Student Organizations**

**The English and Dramatic Literature Organization (EDLO)**

Students organize and manage their own informal discussions, as well as lectures, readings, and parties. All students interested in literature and drama, including nonmajors, are welcome to participate.

**The Minetta Review**

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

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### COURSES

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

#### Survey Courses in Dramatic Literature

**History of Drama and Theatre I, II**

DRLIT-UA 110, 111 *Identical to ENGL-UA 125, 126. Either term may be taken alone for credit. 4 points per term.*

Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. The first semester covers the major periods of Greek and Roman drama; Japanese classical theatre; medieval drama; theatre of the English, Italian, and Spanish Renaissance; and French neoclassical drama. The second semester begins with English Restoration and 18th-century comedy and continues through romanticism, naturalism, and realism to an examination of antirealism and the major dramatic currents of the 20th century, including postcolonial theatre in Asia, Africa, and Australia.

**Advanced Electives in Dramatic Literature**

**Acting Medieval Literature**

DRLIT-UA 35 *Identical to MEDI-UA 868. 4 points.*

Presents medieval literature as a set of springboards to performance rather than as a series of "books" to be read. In this strongly performance-oriented course, students approach this "literature" as works that were acted out, sung, and narrated from memory as part of a storytelling tradition. Students are invited to draw on their dramatic and musical skills and interests, and stage medieval works. For their final project, students participate in staging and putting on a play, perform a substantial piece of narrative poetry, sing or play a body of medieval songs, or a similar endeavor.

**Naturalism**

DRLIT-UA 113 *Identical to THEA-UA 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.

**Modern Drama: Expressionism and Beyond**

DRLIT-UA 114 *Identical to THEA-UA 602. 4 points.*

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

**Theory of Drama**

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. Theories are examined through theoretical essays and representative plays.

Gay and Lesbian Theatre
DRLIT-UA 137 Identical to THEA-UA 624. 4 points.
A survey of contemporary lesbian and gay plays from The Boys in the Band to Angels in America. The goal is to familiarize students with lesbian and gay plays written since 1968 as a discrete body of work within the field of contemporary theatre. The course focuses on plays and playwrights that have had a significant impact in the representation of homosexual life onstage. In addition, students consider the historical, political, and cultural developments from which gay theatre emerged and, through independent research projects, examine the communities that emerged in the process of creating gay theatre.

Popular Performance
DRLIT-UA 138 Identical to THEA-UA 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. These include fairground performance, commedia dell'arte, mummers' plays, circus, pantomime, minstrel shows, vaudeville, and carnival, puppet, and mask theatre. Exploration of what popular performance does differently than "high culture" theatre, how it does so, and to whom it addresses itself. A study of characteristic forms and techniques of popular performance, the connection between Western and non-Western forms, and the central role of popular performance in 20th-century theatre.

Topics in Italian Culture: Futurism in Italy
DRLIT-UA 174 Identical to ITAL-UA 173. 4 points.
Arguably the first avant-garde movement of the 20th century, futurism saw itself as a violent explosion that would drastically redefine not only the artistic landscape but reality as a whole. The futurists produced a theoretical program to overhaul literature, painting, theatre, architecture, music, politics, and even cooking. The approach of the movement's 100th birthday is an opportunity to assess its relevance for our understanding of modernity. This is an interdisciplinary course.

Tragedy
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 Greek times to the present.

Greek Drama: Aeschylus, Sophocles, Euripides
DRLIT-UA 210 Identical to CLASS-UA 143. 4 points.
Of the many gifts of the ancient Greeks to Western culture, one of the most celebrated and influential is the art of drama. This course covers, by way of the best available translations, the masterpieces of Aeschylus, Sophocles, and Euripides, 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 I, II
DRLIT-UA 225, 226 Identical to ENGL-UA 410, 411. Either term may be taken alone for credit. 4 points per term.
Introduction to the reading of Shakespeare. Examines about 10 plays each term, generally in chronological order. First term: the early comedies, tragedies, and histories up to Hamlet. Second term: the later tragedies, the problem plays, and the romances, concluding with The Tempest.

Colloquium: Shakespeare
DRLIT-UA 230 Identical to ENGL-UA 415.
Assumes some familiarity with Shakespeare's works. Beginning students should take DRLIT-UA 225, 226. 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 Drama
DRLIT-UA 235 4 points.
The Restoration of the Stuart monarchy in 1660 brought an end to a 20-year period of civil war and military rule in England. As a postwar culture, Restoration England was a divided society, but also a
society ripe for social change and cultural innovation. The London public theatres in this period, reopened after twenty years of prohibition, can be variously characterized as progressive vanguard and conservative rearguard, both an open forum for new ideas and subversive critique of the dominant culture, and a bastion of aristocratic privilege and state hegemony. This course considers the cultural activity of the Restoration public theatres from both outlooks. Embracing the divided nature of the art and culture of this period, the readings are organized into a series of unlikely pairings: urban comedies and classical tragedies, closet dramas and box-office successes, propaganda pieces and broad satires, puritan reform and libertine excess. Playwrights include Dryden, Davenant, Cavendish, Etherege, Wycherley, Rochester, Milton, Centlivre, Shadwell, Orway, and Farquhar.

Feminism and Theatre
DRLIT-UA 240 Identical to THEA-UA 623. 4 points.
A study of plays by female playwrights and feminist theatre from the perspective of contemporary feminist theory. Considerations include strategies for asserting new images of women on stage, the dramatic devices employed by female playwrights, lesbian aesthetics, race, class, and the rejection of realism. Possible plays and performance texts treated include those of Maria Irene Fornes, Caryl Churchill, Sarah Daniels, Wendy Wasserstein, Ntozake Shange, Adrienne Kennedy, Susan Glaspell, Sophie Treadwell, Elmer Rice, Clifford Odets and the Group Theatre, Thornton Wilder, Tennessee Williams, Arthur Miller, Edward Albee, Emily Mann, Sam Shepard, David Mamet, Maria Irene Fornes, Adrienne Kennedy, August Wilson, Lorraine Hansberry, David Henry Hwang, David Rabe, Luis Valdez, and Tony Kushner. We explore these writers and their texts as they relate to the page, to the stage, and to U.S. culture at large. We discuss how these writers (and others) represent themselves and notions of “American-ness” in their dramatic works. We include important works from the margins, as well as those that represent the mainstream. Does modern U.S. drama lead or follow U.S. culture? Does it tend to be a design for living or a reflection of custom? We also explore the role of gender in culture as demonstrated in these works. Does U.S. drama question the status quo or reinforce it? These and other interrogations inform our readings, discussions, and written assignments.

Modern British Drama
DRLIT-UA 245 Identical to ENGL-UA 614. 4 points.
Studies in the modern drama of England and Ireland, always focusing on a specific period, a specific group of playwrights, a specific dramatic movement of theatre, or a specific topic. Among playwrights covered at different times are Shaw, Synge, O’Casey, Behan, Osborne, Pinter, Stoppard, Bond, Friel, Storey, Hare, Edgar, Brenton, Gems, Churchill, and Daniels.

Modern American Drama
DRLIT-UA 250 Identical to ENGL-UA 650, SCA-UA 842. 4 points.
Study of the drama and theatre of America since 1900, including Eugene O’Neill, Susan Glaspell, the Group Theatre, Thornton Wilder, Tennessee Williams, Arthur Miller, Edward Albee, Sam Shepard, David Mamet, Maria Irene Fornes, and David Henry Hwang.

Theatrical Genres
DRLIT-UA 251 Identical to THEA-UA 632. 4 points.
This course (different each time) explores one or more distinctive theatrical genres, such as tragedy, comedy, melodrama, satire, or farce, or plays of distinctive theatrical types, such as theatre of the absurd, the documentary play, or theatre of witness. Since theatrical genres and theatrical types come into being because playwrights respond to historical necessity by visualizing specific worldviews, the course presents a study of the role and function of the theatre within societies, as a response to historical, psychological, and spiritual forces.

Modern U.S. Drama
DRLIT-UA 253 Identical to ENGL-UA 650, THEA-UA 608. 4 points.
A study of drama and theatre in the United States since 1900, including Eugene O’Neill, Susan Glaspell, Sophie Treadwell, Elmer Rice, Clifford Odets and the Group Theatre, Thornton Wilder, Tennessee Williams, Arthur Miller, Edward Albee, Emily Mann, Sam Shepard, David Mamet, Maria Irene Fornes, Adrienne Kennedy, August Wilson, Lorraine Hansberry, David Henry Hwang, David Rabe, Luis Valdez, and Tony Kushner. We explore these writers and their texts as they relate to the page, to the stage, and to U.S. culture at large. We discuss how these writers (and others) represent themselves and notions of “American-ness” in their dramatic works. We include important works from the margins, as well as those that represent the mainstream. Does modern U.S. drama lead or follow U.S. culture? Does it tend to be a design for living or a reflection of custom? We also explore the role of gender in culture as demonstrated in these works. Does U.S. drama question the status quo or reinforce it? These and other interrogations inform our readings, discussions, and written assignments.

Major Playwrights
DRLIT-UA 254 Identical to ENGL-UA 652, THEA-UA 618. 4 points.
This course (different each time) focuses on two or three related major playwrights, for example, Brecht and Shaw, Chekhov and Williams, Churchill and Bond, Beckett and Pinter, Strindberg and O’Neill. Makes an in-depth study of their writings, their theories, and the production histories of their plays in relation to biographical, cultural, political, and aesthetic contexts.
African American Drama
DRLIT-UA 255  Identical to ENGL-UA 255, THEA-UA 605. 4 points.
The study of African American dramatic traditions from early minstrelsy to turn-of-the-century musical extravaganzas; from the Harlem Renaissance folk plays to realistic drama of the 1950s; from the militant protest drama of the 1960s to the historical and experimental works of the present. Issues of race, gender, class; of oppression and empowerment; of marginality and assimilation are explored in the works of such playwrights as Langston Hughes, Alice Childress, Lorraine Hansberry, Amiri Baraka, Adrienne Kennedy, Charles Fuller, George C. Wolfe, Ntozake Shange, August Wilson, Suzan-Lori Parks, and Anna Deavere Smith. The sociohistorical context of each author is also briefly explored.

Asian American Theatre
DRLIT-UA 256  Identical to THEA-UA 606. 4 points.
Acts as both an introduction to the genre of Asian American theatre and an interrogation into how this genre has been constituted. Through a combination of play analysis and historical discussion—starting with Frank Chen’s The Chickencooop Chinaman, the first Asian American play produced in a mainstream venue—the class looks at the ways Asian American drama and performance intersect with a burgeoning Asian American consciousness. We review the construction of Asian American history through such plays as Genny Lim’s Paper Angels and more recent works such as Chay Yew’s A Language of Their Own. We also read theoretical and historical texts that provide the basis for a critical examination of the issues surrounding Asian American theatre. Orientalism, media representation, and theories of genealogy inform our discussion.

Political Theatre
DRLIT-UA 258  Identical to THEA-UA 622. 4 points.
Major forms, plays, and theories of socially engaged theatre exemplifying performance as a site of resistance, social critique, and utopianism. While the course provides an examination of the historical development of political theatre, focus may vary semester to semester, from an examination of activist forms including agit-prop, pageantry, epic theatre, documentary, street theatre, 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 the Blue Blouse, Clifford Odets, Bertolt Brecht, the Living Theatre, Bread and Puppet, El Teatro Campesino, Heiner Mueller, Caryl Churchill, Athol Fugard, Ngugi wa Thiong’o, Split Britches, Tony Kushner, Emily Mann, and others.

Comparative Study: 20th-Century Drama
DRLIT-UA 261 4 points.
The two decades or so following World War II were a particularly exciting period in the history of drama in Europe and America. This course focuses on five playwrights—Samuel Beckett, Tennessee Williams, Jean Genet, Adrienne Kennedy, and Peter Weiss—whose engagements with postwar history and politics shaped the form and content of their works for the stage. Questions include modes of representing historical experience, theatre and historical forms of spectatorship, and challenges to genre. The presumption is that we cannot know in advance what it means to describe a play as “political.” Readings include Beckett’s Waiting for Godot, Endgame, and selected shorter plays; Williams’s A Streetcar Named Desire and Orpheus Descending; Genet’s The Balcony, The Blacks, and The Sorens; Kennedy’s Funnyhouse of a Negro, The Owl Answers, and A Movie Star Has to Star in Black and White; and Weiss’s Marat/Sade and The Investigation.

17th-Century Theatre
DRLIT-UA 290 4 points.
Explores plays written by Shakespeare’s collaborators, rivals, and followers—English drama in the age of Shakespeare written by playwrights other than Shakespeare. These are plays about world-conquering heroes, murderous conspirators, riotous good-fellows, and star-crossed lovers; they are also about the fast-changing culture of early modern England, dealing with 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. A different play each week. Plays by Beaumont, Brome, Dekker, Fletcher, Ford, Jonson, Marlowe, Massinger, Middleton, Milton, Shirley, and Webster.

Theatre of Latin America
DRLIT-UA 293 Identical to THEA-UA 748. 4 points.
An introduction to the history, theories, and practices of Latin American drama, focusing on the 20th century. We pay special attention to the historical reinvention of European-based theatrical forms in the Americas through their continuous interaction with non-European cultural forms. Through the plays of leading dramatists—including Jorge Díaz,
Egon Wolff, and Sergio Vodanovic (Chile); José Triana (Cuba); René Marquez and Luis Rafael Sánchez (Puerto Rico); Isaac Chocrón (Venezuela); Emilio Carballido, Luisa Josefina Hernández, Sabina Berman, and Elena Garro (Mexico); and Osvaldo Dragún, Eduardo Pavlovsky, Roberto Cossa, and Griselda Gambaro (Argentina)—we explore the significance of modernist and postmodernist dramatic forms in cultures where industrial modernity is an insecure social context. We study the wealth of oppositional theatre in Latin America—exemplified by Augusto Boal’s “theatre of the oppressed”—in relation to the historical use (or abuse) of theatrical spectacle as a political means to control peoples, from the early Spanish conquerors to recent authoritarian state leaders. We read postcolonial Latin American theories of culture and art, such as hybridity, transculturation, Brazil’s modernist and anticolonial antropofagia, and the “aesthetics of hunger,” drawing on the work of Fernando Ortiz, Angel Rama, and Néstor García Canclini, among others. We consider “magical realism” in the theatre as a social poetics of scarcity.

Theatre in Asia
DRLIT-UA 294  Identical to THEA-UA 744. 4 points.
This course (different each time) examines different traditions, innovations, representations, and locations of Asian theatre. The influence of major aesthetic texts, such as the Natyasastra and the Kadensho is studied in relationship to specific forms of theatre, such as Kagura, Bugaku, Noh, Bunraku, Kabuki, Shingeki, Jingxi, Geju, Zaju, Kathakali, Kathak, Odissi, Chau, Manipuri, Krishnattam, Kutiyattam, Rasila, and P’ansori. The dramatization of religious beliefs, myths, and legends is examined in a contemporary context. Different focuses include Middle Eastern performance, Japanese theatre, traditional Asian performances on contemporary stages, religion and drama in Southeast Asia, and traditions of India.

The Avant-Garde
DRLIT-UA 295  Identical to THEA-UA 731. 4 points.
An in-depth study of the origins, characteristics, and practical application of techniques of nonliterary/multimedia theatre, performance, and dance theatre. Emphasis is placed on theatrical forms that have been influenced by the theories of Artaud and the European avant-garde; John Cage and visual aesthetics related to American acting, painting, collage, and environmental and conceptual art. Types of performance studied include dadaist, surrealist, and futurist plays; multimedia happenings of Karpov, Oldenberg, and Whitman; conceptual self-works and solos of performers such as Vito Acconci, Karen Finley, Spalding Gray, and Diamanda Galas; and the work of avant-gardists such as Richard Foreman, Robert Wilson, Meredith Monk, Ping Chong, Mabou Mines, LeCompte’s Wooster Group, and Pina Bausch. Readings are supplemented by slides, videotape, and attendance at suggested performance events.

Drama in Performance
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-UA 650. 4 points.
This course (different each time) uses key theoretical concepts of the field of performance studies to examine a diverse range of performance practices. Topics include ritual studies, interculturalism, tourist performances, discourses of stardom, theatre anthropology, and documentary performances.

Interartistic Genres
DRLIT-UA 508  Identical to THEA-UA 634. 4 points.
This course (different each time) explores the history and semiotics of one of several hybrid genres, such as opera, dance, drama, film adaptations of plays, or multimedia works.

Contemporary European Theatre
DRLIT-UA 609 4 points.
The European theatre scene of the last two decades has witnessed the emergence of a new wave of dramatists who share a dark, desperate, depressive, yet humorous Weltanschauung and style. They have encountered controversy and shock in reception but could not be ignored, gradually gaining a significant place in recent theatre history. We study and discuss work by Sarah Kane, Mark Ravenhill, David Harrower, Roland Schimmelpfennig, Kofi Kwahulé, Yasmina Reza, Juan Mayorga, Biljana Srbljanović, Gianina Carbunariu, Hristo Boytchev, Matei Visniec, Goran Stefanovski, Vassily Sigarev, and their forerunners Beckett, Ionesco, Orton, Churchill, Koltes, Havel, Mrzcek, et al.
Irish Dramatists  
**DRLIT-UA 700**  *Identical to THEA-UA 603, IRISH-UA 700.*  
4 points. 
A study of the rich dramatic tradition of Ireland since the days of William Butler Yeats, Lady Gregory, and the fledgling Abbey Theatre. Playwrights covered include John Millington Synge, Sean O’Casey, Samuel Beckett, Brendan Behan, Brian Friel, Tom Murphy, Frank McGuinness, and Anne Devlin. Issues of Irish identity, history, and postcoloniality are engaged alongside an appreciation of the emotional texture, poetic achievements, and theatrical innovations that characterize this body of dramatic work.

Gender and Performance in the Italian Theatre  
**DRLIT-UA 720**  *Identical to ITAL-UA 720.*  
4 points. 
Examines plays that explicitly highlight and question the status and performance of gender, as well as selections from political treatises, books of manners, and historiography of the early modern period (1350-1700). Topics such as cross-dressing, the emergence of the actress and *commedia dell’arte* troupes, the dynamics of spectatorship, the development of perspective in painting and theatre, and court power relations are considered, as well as the “revisions” that women playwrights and writers made to a largely male-dominated canon.

20th-Century Drama  
**DRLIT-UA 730**  
4 points. 
Transportable Drama: Stock character types, dramatic figures, and archetypal plots are to a certain extent independent and transportable terms that appear and reappear in multiple play texts, versions of those texts, and in diverse media. Beyond that, the experience of what we call “drama” is not limited to play texts and their presentation; it is present in fiction, news, film, television, the visual and electronic arts, and advertising. In this course, we explore how the dramatic impulse of several plots, figures, and characters is expressed in play texts and other media across several historical periods. For example, we may choose to look at Zola’s novel and play of *Thérèse Raquin*, followed by Marcel Carné’s 20th-century film adaptation. Or, we might examine one or more of the historical *Don Juan* plays in combination with the Byron poem, the Mozart opera, and/or a modern film treatment. Similarly, Shakespearean texts have been widely adapted to the present day, not only in theatrical spin-offs and films, but also through renderings by visual artists. A play based upon a news event, such as Treadwell’s *Machinal*, may be examined in light of the original reportage and public records. By looking at clusters of related works in tandem, rather than as freestanding objects of study, we will gain a greater understanding of drama as a transportable art form and of adaptation in both its practical and theoretical aspects.

Topics in Drama and Theatre  
**DRLIT-UA 971**  
4 points.  
This course (different every time) explores different topics in drama with an emphasis on discussion and interpretation of selected themes.

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 course in the various technical aspects of theatrical production. First term deals with 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.*  
Either term may be taken alone for credit. 4 points per term.  
Class hours are spent in the practice of improvisation, pantomime, and theatre games, as well as brief scenes. Additional hours for rehearsal and performance of scenes.

Acting II  
**DRLIT-UA 639, 640**  *Identical to MPAET-UE 37, 38.*  
Either term may be taken alone for credit. 4 points per term.  
Emphasis on scene study and the analysis and performance of characters. Students may be cast and rehearsed by members of the directing classes in brief scenes performed on Friday afternoons and in evenings of one-act performances, as well as staff-directed or supervised, full-length productions.

Stage Lighting  
**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.
MAJOR/MINOR IN DRAMATIC LITERATURE

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. A course in performance styles and techniques for those interested in acting, directing, design, theatre history, and criticism, as well as for teachers of acting and directing.

**Fundamentals of Acting I**
DRLIT-UA 649  Identical to THEA-UA 850. 4 points.

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

**Fundamentals of Acting II**
DRLIT-UA 650  Identical to THEA-UA 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.

This course (different each time) examines the interactions of cultures through cinema. Topics include Japanese, Chinese, and various East Asian Cultures and the connection to Western culture through cinema.

**Film as Literature**
DRLIT-UA 501  Identical to ENGL-UA 170. 4 points.

This course (different every time) introduces students to the specific choices that a director must make to transform the “printed word” into a visual auditory experience. For example, 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. Throughout the course, we pit a director’s view against an author’s view to examine how the same story may express different agendas, depending on the rendering. 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). Creative exercises required along with three five-page papers.

**Italian Films, Italian Histories I**
DRLIT-UA 503  Identical to ITAL-UA 174. 4 points.

Studies representation of Italian history through the medium of film from ancient Rome through the Risorgimento. Issues to be covered throughout include the use of filmic history as a means of forging national identity.

**Cinema and Literature**
DRLIT-UA 504  Identical to FREN-UA 883. 4 points.

Exposes the student to various modes, such as expressionism, social realism, and the projection of the hero. One film is viewed per week and analyzed with reading assignments that include novels, plays, and poems. The objective is to exploit the potentiality of different media and to make vivid and
intellectual the climate of Europe on which these media so often focus.

**Italian Cinema and Literature**
DRLIT-UA 505  Identical to ITAL-UA 282. 4 points.
Studies the relationship between Italian literature and post-World War II cinema. Among the authors and directors examined are Lampedusa, Bassani, Sciascia, Visconti, De Sica, and Rosi.

**Italian Films, Italian Histories II**
DRLIT-UA 506  Identical to ITAL-UA 175. 4 points.
Studies representations of Italian history through the medium of film, from the unification of Italy to the present. Fascism, the resistance, 1968, and other events are covered, as are questions of how film functions with respect to canonical national narratives and dominant systems of power.

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

**Special Courses**

**Internship**
DRLIT-UA 980, 981  Prerequisite: permission of the director of undergraduate studies. Open to qualified upper-class dramatic literature majors or minors, but may not be used to fulfill the minimum requirement of either the major or the minor. 2 or 4 points per term.
Requires a commitment of 8 to 12 hours of work per week in an unpaid position to be approved by the director of undergraduate studies. The intern’s duties on-site should involve some substantive aspect of work in drama. The student is expected to fulfill the obligation of the internship itself, and a written evaluation is solicited from the outside sponsor at the end. The grade for the course is based on a final project submitted to a faculty director with whom the student has been meeting regularly over the semester to discuss the progress of the internship.

**Independent Study**
DRLIT-UA 997, 998  Prerequisite: permission of the director of undergraduate studies. May not duplicate the content of a regularly offered course. Intended for qualified upper-class majors or minors in this department, but may not be used to fulfill the minimum requirements of either the major or the minor. 2 or 4 points per term.
Requires a paper of considerable length that should embody the results of a semester’s reading, thinking, and frequent conferences with the student’s director. The paper should show the student’s ability to investigate, collect, and evaluate his or her material, finally drawing conclusions that are discussed in a sound and well-written argument. In the 2-point course, the student is held to the same high standard as is the student who is working for 4 points, but the investigation and the paper are of proportionate length.

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

Admission to the drama studies honors program is competitive. The Honors Seminars are limited to 12 students. The minimum GPA for admission to any College of Arts and Science honors program is 3.65 or better (both overall and in the major). In addition, students must have completed the two core courses History of Drama and Theatre I and II (DRLIT-UA 110 and 111) by the end of the semester in which they apply for the honors track.
DEPARTMENT OF
East Asian Studies

www.eas.as.nyu.edu • 41 East 11th Street, 7th Floor, New York, NY 10003-6806 • Phone: 212-998-7620

The Department of East Asian Studies offers students a comprehensive undergraduate program focusing on China, Japan, and Korea. The program combines the teaching of languages with the disciplinary study of diverse forms of cultural production and social practices. The curriculum emphasizes multi- and cross-disciplinary approaches to the study of documents, practices, and texts, and their regional and global interworkings. The department offers four-year language sequences in Chinese, Japanese, and Korean designed to facilitate the rapid acquisition of literacy in the target language. Students are encouraged to integrate their acquired language skills in the in-depth study of particular aspects of East Asian civilization through upper-level seminars, independent study, and, for qualified undergraduates, an honors research program. Students graduating from the Department of East Asian Studies go on to pursue a wide variety of professional careers related to the region, or continue their education at the graduate level in related fields.

FACULTY

Professor Emeritus
Harootunian

Professors
Roberts, X. Zhang (Comparative Literature)

Associate Professors
Em, Karl (History), Looser, Yoshimoto

Assistant Professors
Button, Harkness

Clinical Associate Professor
Lee

Assistant Professor/Faculty Fellow
Chung

Senior Language Lecturers
Hanawa, Jiao, Matsushima, Nonaka, Shao

Assistant Research Scholar
J. Wang

Affiliated Faculty
Cornyetz (Gallatin), Hay (IFA), Solt (History), Waley-Cohen (History), M. Young (History), Z. Zhang (Cinema Studies), Zito (Anthropology, Religious Studies)

Chair of the Department
Professor X. Zhang

Director of Undergraduate Studies
Assistant Professor Button

PROGRAM

Major
The major in the Department of East Asian Studies (EAS) consists of nine 4-point courses (36 points). The program leads to an EAS humanities major in one of two ways:

Language and Civilization Major: Students must complete 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 will be permitted.

In addition to the fulfillment of the language component, students must take 28 civilization course points from among the Department of East Asian Studies offerings.

• 4 of these points (one course) must be one of the following MAP Cultures and Contexts courses:
  • Cultures and Contexts: The Chinese and Japanese Traditions (MAP-UA 506)
  • Cultures and Contexts: Japan—A Cultural History (MAP-UA 507)
  • Cultures and Contexts: China (MAP-UA 512)
  • Cultures and Contexts: Korea (MAP-UA 543)

No other Cultures and Contexts courses will be considered as fulfilling this prerequisite, including Eastern Civilization or equivalent in Liberal Studies. Transfer students from Liberal Studies must take one of the above-listed courses.

• 8 of these points (two courses) must be upper-level seminar courses as indicated on the departmental website.

• Students must have at least one course in each of the three areas: China, Japan, and Korea.

• At least 16 of the 28 civilization points must be taken at the New York NYU campus.
Civilization Major: Students must complete 36 points of civilization East Asian Studies courses. In this version, no language course points will count toward the major.

- 4 of these points (one course) must be one of the following MAP Cultures and Contexts courses:
  - Cultures and Contexts: The Chinese and Japanese Traditions (MAP-UA 506)
  - Cultures and Contexts: Japan—A Cultural History (MAP-UA 507)
  - Cultures and Contexts: China (MAP-UA 512)
  - Cultures and Contexts: Korea (MAP-UA 543)

No other Cultures and Contexts courses will be considered as fulfilling this prerequisite, including Eastern Civilization or equivalent in Liberal Studies. Transfer students from Liberal Studies must take one of the above-listed courses.

- 8 of these points (two courses) must be upper-level seminar courses as indicated on the departmental website.
- Students must have at least one course in each of the three areas: China, Japan, and Korea.
- At least 24 of the 36 points must be taken at the New York NYU campus.

Notes (applying to both major tracks):

- Courses must have an East Asian Studies course number (EAST-UA) to count toward the EAS major.
- An upper limit of 16 points can be transferred from outside NYU and applied to the major. This includes non-NYU study abroad 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.
- Cantonese, Vietnamese, and Tibetan languages may not be counted toward either major or minor requirements.
- NYU in Shanghai and Beijing civilization courses are counted toward the major only contingently. Students must contact the DUS to discuss the courses before or during the process of applying. The director gives final approval for major points after the course has been successfully completed and the student's work is reviewed.
- Courses listed as “electives” on the EAS departmental website course listings do not count toward the major; Freshman Honors 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

The minor consists of 16 points. The program leads to a Department of East Asian Studies humanities minor in one of four ways:

1. Civilization minor: 16 civilization course points in the Department of East Asian Studies.

Notes (applying to the minor):

- 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.
- No more than two transfer courses (8 points) may be accepted toward the minor, subject to review by and approval of the director of undergraduate studies.
DEPARTMENT OF EAST ASIAN STUDIES

- NYU in Shanghai and Beijing civilization courses are counted toward the minor only contingently. Students must contact the director of undergraduate studies (DUS) to discuss the courses before or during the process of applying. The director gives final approval for minor points after the course has been successfully completed and the student’s work is reviewed.
- No double-counting of courses will be permitted. Courses to be counted toward the EAS minor must be exclusive to the EAS minor, whether or not they are cross-listed with another department.

**Honors Program**

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

**REQUIREMENTS:** (1) Substantial completion of the major requirements (24 to 28 points), (2) GPA of 3.7 or better, and (3) the student must register in his or her senior year for two semesters of independent study, at 4 points per semester (a total of 8 points), under the supervision of a departmental faculty member (or affiliate). This total of 8 points is in addition to the 32 points of the major. The 8-point honors sequence must result in a substantively researched thesis, normally 30 to 50 typed pages. The faculty supervisor and the subject of the honors thesis are chosen by the student in consultation with the director of undergraduate studies, who must approve the topic/adviser in the first semester of the honors sequence.

**COURSES**

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

**Language Courses**

**Elementary Chinese I**

EAST-UA 201  **Prerequisite:** none. **Offered every semester. 4 points.**

Chinese language at first-year level. 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.**

Continuation of Chinese language at first-year level. Objectives are: to continue master 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.**

Chinese language at second-year level. 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.**

Continuation of Chinese language at second-year level. 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-culturally flavored 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.
Chinese language at third-year level. 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.
Continuation of Chinese language at third-year level. Designed to further enhance 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 rhetoric devices in writing.

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.
Designed to help students understand and appreciate the linguistic and aesthetic features of Chinese language rendered in poetic form and to improve their ability to read and interpret authentic texts in general. The course 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. For the first part of this one-year course, 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.

Readings in Chinese Culture I
EAST-UA 221 Prerequisites: Advanced Chinese II (EAST-UA 206, 9206) or permission of the instructor. Liao. Offered every fall. 4 points.
Chinese language at fourth-year level. Designed to enhance Chinese proficiency through studying authentic materials rich in cultural connotations, focusing primarily on reading and writing. 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. For the first part of this year-long sequence, 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.

Designed to give students an introduction to basic syntax, grammar, and vocabulary of classical Chinese through close readings of authentic texts. Almost all are historically significant and canonical texts that are extremely rich in Chinese cultural connotation. They are selected from a variety of genres, such as historical literature, philosophical and political writings, written correspondence, poetry, and essays. The course aims to develop the 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. J. Wang. Offered every year. 4 points.  
*This is an elective course that does not count toward the major/minor.*

A post-advanced-level, intensive reading course in Chinese. The aim is to develop students’ skills in reading literary and cultural texts in their original language and 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 the 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. J. Wang. Offered every year. 4 points.  
*This is an elective course that does not count toward the major/minor.*

Focuses on a reading, in its entirety, of The Dream of the Red Chamber, which 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 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-. Offered in the fall and spring. 4 points.

Introductory, first-year course in modern spoken and written Japanese, designed to develop fundamental skills in the areas of speaking, listening, reading, and writing. Gives contextualized instructions to develop both communicative and cultural competency. Systematically introduces the Japanese writing system (Hiragana, Katakana, and Kanji).

**Intermediate Japanese I, II**

**EAST-UA 249, 250**  
Prerequisite for EAST-UA 249: Elementary Japanese II (EAST-UA 248) with a minimum grade of C-. Prerequisite for EAST-UA 250: EAST-UA 249 with a minimum grade of C-. Offered in the fall and spring. 4 points.

Continuing study of Japanese at the second-year level. Stresses reading comprehension, spoken fluency, and composition, with materials organized around social and cultural topics. Continues to introduce new Kanji characters.

**Advanced Japanese I, II**

**EAST-UA 252, 253**  
Prerequisite for EAST-UA 252: Intermediate Japanese II (EAST-UA 250) with a minimum grade of C+. Prerequisite for EAST-UA 253: EAST-UA 252 with a minimum grade of C+. Offered in the fall and spring. 4 points.

Continuing study of Japanese at the third-year level. Stresses reading comprehension, spoken fluency, and composition; uses original materials, such as newspaper/magazine articles, TV news, and video. Introduces additional Kanji characters. Advanced use of Japanese and character dictionaries.

**Elementary Korean I, II**

**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.

First-year Korean. Designed to introduce the Korean language and alphabet, Hangul. This course 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.

The Korean language at the second-year level: 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.

Designed to assist third-year students of Korean language as they continue to learn skills in conversation, reading, and writing. Reading Korean newspapers and visiting Korean websites are integrated as part of the course's 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. This course is designed to improve 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. Class discussions help enhance students’ speaking proficiency, as well.

**Readings in Contemporary Japanese Writings**
EAST-UA 266  Prerequisites: Advanced Japanese II (EAST-UA 253) with a minimum grade of C+ 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+ and permission of the instructor. Offered every year. 4 points.

Fourth-year Japanese. Designed to further develop students’ proficiency in speaking, listening, writing, and reading comprehension. The texts of the course 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 through student-led discussions, presentations, and papers.

**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+) that are introduced in elementary and intermediate Japanese courses. Intended for students with a post-intermediate level of oral-aural skills, the course is a self-paced study leading to proficiency in reading and writing skills for 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+ and permission of the instructor. Offered every year. 4 points.

Introduces students to various ways in which Japanese language shapes and is shaped by mass media. Students learn the dynamic challenges posed to the formal structure of the language (for instance, grammar) as it is practiced in multiple mediums such as television, film (including anime), and print culture (graphic novels, and genre literature such as crime novels). The course also addresses the practice of translation—for instance, the grammar of cinematic modes juxtaposed with the grammar of literary language, the vernacular, and so on. This course is for post-Intermediate I through Advanced II students who would like to develop more oral-aural skills at the second-year level. (Post-Advanced II students should take 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. Students will be exposed to various forms of writings
and audiovisual materials, and will work on different types of writings throughout the course.

**Readings in Modern Korean**

EAST-UA 299  
Prerequisites: Advanced Korean II (EAST-UA 259) and permission of the instructor.  
Offered every year. 4 points.  
This fourth-year level reading course provides students the opportunity to enhance their Korean literacy skills while doing some concentrated reading on issues, areas, and genres of their own interest. A wide range of texts is used in class, including fiction, poetry, social and cultural criticism, and journalism.

**Civilization Courses**

**East Asian Art I: China, Korea, Japan**

EAST-UA 91  
Identical to ARTH-UA 510. Offered every year. 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. It is not a diplomatic or international relations course. Rather, it takes up crucial issues in the history of each polity and society, to allow students to attain an understanding of the complexities of this contested region of the world. It is a seminar, with heavy reading requirements and expectations for student participation.

**Mao and the Chinese Revolution**

EAST-UA 535  
Identical to HIST-UA 546. Karl. 4 points.  
Examines the mutual relationship between Mao Zedong and the Chinese Revolution. Its premise is that the revolution made Mao as much as Mao made the revolution. As such, the course investigates Mao's thoughts and theories, not as products of Mao Zedong alone, but as products of the revolutionary situation in China and the world in the 20th century, and of the revolutionary collective that gathered around Mao prior to and throughout his leadership of the Chinese Communist Party.

**Gender and Radicalism in Modern China**

EAST-UA 536  
Identical to HIST-UA 536, SCA-UA 536. Karl. 4 points.  
See description under History.

**History of Modern Japan**

EAST-UA 537  
Identical to HIST-UA 537. Solt. 4 points.  
See description under History.

**Asia's Revolutions: China/India/Vietnam, 1885–1962**

EAST-UA 538  
Identical to HIST-UA 538. Roberts and Young. 4 points.  
The aim of this introductory course is to develop a comparative understanding of the national independence movements in China, India, and Vietnam, as well as the context within which they unfolded, in the period 1885–1962. The course will introduce students to some of the figures in modern Asian history who played a major role in the transition of India and Vietnam from colonial subordination to independent nationhood and of China from its semi-colonial status to liberation. The principal figures whose writings are studied and compared are Mohandas Gandhi, Mao Zedong, and Ho Chi Minh in order to develop a third angle of comparison. The course gives due attention to other relevant figures, such as Gokhale, Tilak, Jinnah, and Nehru in the case of India; Li Hongzhang, Sun Yat-sen, Chen Duxiu, La Dazhao, and Chiang Kai-shek in the case of China; and Phan Boi Chau in the case of Vietnam.

**Seminar: Cold War in Asia**

EAST-UA 552  
Offered every year. 4 points.  
Focuses on U.S. foreign policy in Asia since 1945. The ways U.S. global interests and concerns sought to shape Asian realities (and were shaped in turn by them) are the touchstone for examining the Cold War in Asia. We examine the following topics: the occupation of Japan and early U.S. global economic visions; the U.S. and the Chinese revolution before the Korean War; the Korean War and the isolation of China; the Vietnam War and the Kennedy/Johnson years; Nixon's global geopolitical vision and his policies towards Vietnam, China, and Japan; Carter and the meaning of human rights diplomacy in Asia; 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 finally, the Clinton and George W. Bush years. Throughout the course, we examine key declassified National Security documents, interpreting their meaning and
language, while carefully assessing the arguments used to justify American policy.

**Cultures of National Division: The Koreas and Others**

EAST-UA 567 4 points.

Asks how the fact of national division, as the founding moment of the postwar Korean states, has affected the way that national life is lived and narrated. It examines the myriad ways in which division has been formulated in literature, film, historiography, and popular discourse. Topics covered include gendered tropes of division, imagined reunifications, and division in the global culture industry. The main focus is on the two Koreas, but also looks comparatively and historically at the experiences of East/West Germany and India/Pakistan.

**History of Modern Korea**

EAST-UA 609  Offered periodically. 4 points.

Starting in the late 19th century, and proceeding through the colonial period (1910–45), national partition (1945), the Korean War (1950–52), and the establishment of a “division system,” we look at how various writers wrote about and mobilized around issues of national sovereignty, class and gender, and democracy, issues that many saw as structurally linked. Reading primary and secondary sources on modern Korean history, we also locate the issues being addressed within a broader, East Asian/global context, to better understand how and to what extent texts, practices, and ways of seeing and remembering were shaped by and were reactions to colonialism, the Korean War, the Cold War, and late capitalism.

**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. Asks what it means to enter modernity under colonial rule by questioning the relationship among imperialism, writing, and subjectivity in particular. Through intensive reading of works from 1920s and 1930s Korea, students obtain an idea of the parameters of modern Korean literature and of the main issues involved in the discussion of modernity in Korea.

**20th-Century Korean Literature in Translation**

EAST-UA 611  4 points.

Provides an overview of 20th-century Korean literature, tracing its development under the competing influences of tradition, history, and the West. Readings include drama, poetry, and fiction from modern and contemporary periods. Includes occasional lectures on classical forms of Korean literature and drama.

**Japanese Cinema**

EAST-UA 613  Offered every year. 4 points.

Examines key theoretical and methodological issues in the study of Japanese cinema, such as the connections between Japanese films and cultural traditions, the effect of Americanization and modernization, the formation of national identity and specificity, and the “otherness” of Japanese cinematic form.

**Japanese Cinema in the International Context**

EAST-UA 614  Yoshimoto. 4 points.

Studies Japanese cinema from a comparative perspective, examining the interactions between Japanese and non-Japanese film authors. Cross-cultural interactions, translations, and creative “misunderstandings” are analyzed by comparing films from a variety of national cinemas, historical periods, and genres. Some directors studied are Akira Kurosawa, Yasujiro Ozu, Takeshi Kitano, Kenji Mizoguchi, Steven Spielberg, Quentin Tarantino, the Wachowski brothers, Hou Hsiao-hsien, and John Ford.

**Aesthetics and Politics of Vision in Premodern Japan**

EAST-UA 615  Loose. 4 points.

Offers a broad cultural history of Japan, roughly from the eighth century through the mid-19th. The focus is on visual regimes—differing conventions and practices of seeing—and on changing roles for what is now thought of as aesthetics; these visual regimes are then taken as a means of understanding fundamental transformations in structures of power, community, and subjectivity. Draws on a range of materials, from literature to landscape gardens, visual arts, architecture, and technologies, as well as on a diversity of disciplinary perspectives.

**New Japanese Cinema**

EAST-UA 616  Yoshimoto. 4 points.

Focuses on Japanese cinema from 1989 to the present, or the so-called “new Japanese cinema.” Major questions considered include why Japanese cinema has succeeded in reinventing itself after 20 years of hiatus; how the resurgence of genres such as yakuza movies and J-horror has contributed to the reinvention; who are some of the major players of the new cinema; what specific roles socioeconomic conditions have played in the radical transformation of Japanese cinema; and how globalization is
fundamentally affecting the production, distribution, and consumption of films in Japan now. Students closely watch and analyze films by Takeshi Kitano, Takashi Miike, Kiyoshi Kurosawa, Shinji Aoyama, Shinya Tsukamoto, Hiorkazu Kore-eda, Hideo Nakata, Takashi Shimizu, and other directors.

**Approaches to Chinese Cinema**
EAST-UA 618 Button. 4 points.
The development of the cinema in 20th-century China is inextricably linked to the emergence of the modern Chinese nation-state. As early as the 1920s, film became a vital and influential site of cultural production. This course emphasizes the thematic, cultural, and historical content of films, as well as formal issues of filmmaking techniques. All periods of Chinese film are explored, 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.
Looks at transformations in the basic terms and conditions of mass culture in Japan, largely from the early 20th century to life in Japan today. It includes considerations of differing theoretical positions on mass culture, everyday life, and modernity in Japan. Materials taken up in the course include examples from cinema, animation, literature, and theatre, as well as new media and the fine arts. Although the focus is on Japan, a comparative perspective with the rest of Asia and with the West is retained throughout.

**Japanese Animation and New Media**
EAST-UA 708 Looser. 4 points.
Looks at the terms and conditions of Japanese animation (primarily, though not exclusively, anime) as, in many ways, a new and unique mode of expression. Examines the ways in which anime might, or might not, shift earlier modes of expression (both literary and animated); the prevalence of mythology in animation and the tension between mythology and ideology; the importance of genre; and the impact of "old" and "new" media on narrative structure and reception. Implications of these conditions for thinking about "Japanese" culture are also considered.

**Anime**
EAST-UA 709 Yoshimoto. 4 points.
Introduces students to the rich world of Japanese animation or anime, its form and style, history, popular genres and themes, major authors, and fan culture. Explores the popularity of anime in relation to the cultural conditions of contemporary Japan and that of the world.

**Topics in Japanese Literature**
EAST-UA 719 4 points.
Topics vary semester by semester.

**Modern Japanese Literature in Translation II**
EAST-UA 721 4 points.
Exposes students to some of the most provocative and entertaining novels written in Japanese since the end of the Second World War. Students see how the collapse of totalizing ideologies brought by Japan's defeat led to an extremely fertile, yet somewhat atomized, literary landscape. In this new postwar terrain, it became increasingly difficult to think of literature in terms of "schools" or "influences," as questions of cultural and individual identity became harder and harder to answer in a world of material prosperity and cultural hybridization.

**Readings in Chinese Philosophy and Culture**
EAST-UA 722 Formerly Introduction to the Civilization of Imperial China. Roberts. 4 points.
Covers Chinese thought during the period ca. 500 B.C.E. to 280 C.E., starting from the era of Confucius (d. 479 B.C.E.) down to the unification of the realm in 206 B.C.E., the pre-imperial period that is also known as the warring states. During this time the main schools of Chinese philosophy (except Buddhism) were established. For this portion of the course, we read seven original works in translation. We begin with the Analects to establish the key elements of Confucius’ ethical and political philosophy and to explore the implications of his main philosophical terms. We then proceed to examine his critics and followers: the utilitarian Mozi, the metaphysicians Laozi and Zhuangzi, and the legalist Han Feizi are the critics. Mencius elaborates the thought of Confucius, and Xunzi is both a follower and a critic. This brings us to the transition (ca. 200 B.C.E.) from the pre-imperial to the imperial periods. The course ends with two historical readings: Sima Qian’s Record of the Historian (excerpts) and the novel The Three Kingdoms. The former addresses the moment of transition and the establishment of the Qin and Han dynasties; the latter chronicles the fall of the Han dynasty some four centuries later in 220 C.E. and the reconstitution of a unified realm in 280 C.E.

**Historical Epics of China and Japan**
EAST-UA 726 Roberts. 4 points.
Mainly, a comparative study of four major narratives. We compare two military epics of China and Japan,
The Three Kingdoms and The Tale of the Heike; and then two romantic epics, The Tale of Genji and The Dream of Red Mansions. These four readings (of which The Tale of Genji alone was written by a woman) are thematically central to their respective cultures. The military epics raise crucial questions about the nature of dynastic rule and the qualifications for kingship, about the relationship of the ruling dynasty to the territory and the people that it rules, and about how diplomatic and military strategies interact.

The romantic epics deal with the intrigues of the royal court and the noble elite, the observations and roles of the female characters, and the problem of generational continuity. The course begins with two short readings: the Vietnamese national classic, Tale of Kieu, which is based on Chinese works, and the Chinese fantasy travelogue Monkey (abridged). Confucianism, Buddhism, and Daoism play a large role in these complex narratives, and due attention is given to how the ideals and doctrines of these three ways of thinking inform the motives and the fates of the characters and the larger design of the authors.

**Topics in East Asian Classics**

EAST-UA 728 Offered every two years. 4 points.
Topics vary semester by semester.

**Traditional Drama of China & Japan**

EAST-UA 729 Roberts. 4 points.
Compares a set of Chinese and Japanese pre-modern dramas, mainly as literature but also as performance, by exploring the contrasts and parallels of incident, character, plot design, and theme of the two theatrical traditions. Attention is given to the historical background of each work and to the social conditions and customs that each reflects. The cultural salience of each work is also considered. Where possible and appropriate, scenes or entire plays are screened for the class or assigned for viewing.

**20th-Century Chinese Literature in Translation**

EAST-UA 731 Offered every year. 4 points.
Explores the changing trends in literary writing and how it relates to the social and historical contexts of the period. Students study the literature to reflect on the culture and self-understanding of modern China.

**Japan Through Its Literature**

EAST-UA 734 No knowledge of Japanese required.
Roberts. 4 points.
Introduces undergraduate students to approximately 10 major Japanese literary works, starting with the 11th-century Tale of Genji, which became a national classic. We go on to read the Zen diary Essays in Idleness, texts of Noh plays, the Chushingura, and plays of Chikamatsu. In the second half of the course, we read a series of modern novels starting with Ukiyuno (Japan's first modern novel), followed by The Broken Commandment, Sound of the Mountain, and The Waiting Years. Brief response papers to each reading are required, in addition to exams and a longer paper.

**Vietnam: Its History**

EAST-UA 737 Identical to HIST-UA 737. Offered every year. 4 points.
Focuses on the American War in Vietnam—its origins, its development, and the ways it was fought. It examines how and why American geopolitical and military strategies led to, and shaped, the course of the war. Historical accounts are regularly supplemented with a reading of parts of the Pentagon Papers and an oral history of those involved in the Vietnam War as told from all sides. The course begins by examining Vietnamese cultural and national identity and the impact of French colonialism. We then examine in greater detail the following topics: the war from 1946-54 between the French and the Viet Minh; the early American OSS links with Ho Chi Minh and the reasons for 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. We conclude by discussing the legacies of the war and interpretations of them.

**United States in Korea, 1945–Present**

EAST-UA 741 4 points.
Undertakes an examination of both modern Korea and of the U.S. role in Korea. Those who see South Korea as an American success story assume that the United States created and maintained the conditions for South Korea's security, democracy, and economic prosperity. Others point out that the United States bears considerable responsibility for the partitioning of Korea after 1945, creating the conditions for the Korean War and four decades of authoritarian rule. By examining the histories of resistance and collaboration during the Japanese colonial period, revolutionary movements that preceded the Korean War, and South Korean nationalism and the struggle for democracy, this course provides a deeper understanding of both modern Korean history and the history and culture of American intervention in Korea/East Asia.
**Introduction to Buddhism**  
EAST-UA 832  *Identical to RELST-UA 832. 4 points.*  
See description under Religious Studies.

**Topics in Asian Studies**  
Topics vary from semester to semester.

**Internship**  
EAST-UA 980, 981  *Offered every semester. 2 or 4 points per term.*

**Independent Study**  
EAST-UA 997, 998  *Offered every semester. 2 or 4 points per term.*
The Department of Economics prepares students to understand individual and group decision making, the structure of markets and economies, and the relationship between regions within the global economy. The faculty at New York University is particularly strong in economic theory, macroeconomics, international economics, and economic growth and development. Although the department is large, its students enjoy an excellent student-faculty rapport. Many of the faculty members are associated with distinguished research institutions. By being able to study with faculty who are actively engaged in research, students learn not only about the fundamentals of economic theory but also 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 the urban environment. Students often find career opportunities on Wall Street, at the United Nations, or in various corporate, financial, governmental, agency, and nonprofit institutional settings.

**Major**

To allow students to select an approach to the study of economics that is more suitable to their personal aptitudes and interests, a major in economics can be taken in one of two concentrations, policy or theory, as described below.

If a student fails a course required for the major, the course must be retaken in the department; a course taken outside the University will not be allowed to substitute for a failed course. No course for the major may be taken pass/fail.

A grade of C or better is required for a course to be counted toward the major in economics, as well as to satisfy the mathematics prerequisites. Students are strongly urged to pay close attention to the prerequisites for each course. Students who do not meet the minimum C requirement in the prerequisite courses will be de-enrolled at the beginning of each semester. A grade of P, I, or W does not count as satisfying the minimum grade requirement.
Transfer students should note that normally the only courses that will be accepted toward the major in economics are courses that have been passed with a grade of C or better at universities with an intensive four-year program.

While AP credit in economics with a grade of 5 is acceptable, it does not reduce the total number of courses required for the major or minor. Note that AP credit in statistics is not acceptable for economics majors, and that AP credit does not apply to the theory concentration course Introduction to Economic Analysis (ECON-UA 5).

The Economics Department requires that all economics majors take an exit exam before they graduate. No preparation is necessary for the exam, 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 will be used by the department to evaluate the major.

Description of the Two Concentrations

Policy Concentration

The policy concentration is intended for the student who is primarily interested in applying economic analysis to an understanding of economic problems and policies. The introductory and intermediate courses provide the student with a solid foundation of economic theory with an emphasis on economic applications. The elective courses allow students to focus on specific problems and topics that match their interests and career plans.

The policy concentration corresponds most closely to the economics major that is offered by other leading colleges and universities. Mathematics is used to build an understanding of economic theory. This concentration is particularly well suited for students planning careers in law, public policy, business, or any other field in which a thorough understanding of the economic way of thinking would be beneficial. However, students in the policy concentration can also pursue a Ph.D. in economics or finance if they supplement their course work with additional courses in mathematics.

Beginning Fall 2012, new rules for the policy concentration in the economics major will apply. Students who entered NYU prior to Fall 2012 will be grandfathered under the old rules.

Former Requirements (only applicable for students who entered prior to Fall 2012)

At least 42 points (10 courses) are to be taken in the Department of Economics. Six core courses: Economic Principles I (ECON-UA 1), Economic Principles II (ECON-UA 2), Intermediate Microeconomics (ECON-UA 10), Intermediate Macroeconomics (ECON-UA 12), the 6-point Statistics (ECON-UA 18), and International Economics (ECON-UA 238), plus four electives. Of these four electives, at least two must be numbered ECON-UA 300-399.

A possible sequence of courses consists of the following: by the end of sophomore year, Economic Principles I (ECON-UA 1), Economic Principles II (ECON-UA 2), and Statistics (ECON-UA 18); by the end of junior year, Intermediate Microeconomics (ECON-UA 10), Intermediate Macroeconomics (ECON-UA 12), and International Economics (ECON-UA 238); by senior year, four electives. Note: Students considering honors in the major should speak to an economics adviser as soon as possible. Statistics is to be taken as early as possible. Senior-level courses (300 level and above) presume a knowledge of statistics.

Students are strongly advised to pay close attention to the prerequisites for each course, as they will be strictly enforced. Students should be aware that Algebra and Calculus (MATH-UA 9), or its equivalent, is required for the principles classes, Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2). Students intending to major in economics must have a strong working knowledge of algebra and introductory calculus. Furthermore, Calculus I (MATH-UA 121) is the prerequisite for both Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12). A grade of C or better is needed to pass both the economics and the mathematics requirements. Both Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2) are required for Intermediate Macroeconomics (ECON-UA 12).

Requirements Beginning Fall 2012 (only applicable for students who enter Fall 2012 or later)

At least 40 points (10 courses) are to be taken in the Department of Economics for the policy concentration. Seven core courses are required: Economic Principles I (ECON-UA 1), Economic Principles II (ECON-UA 2), Intermediate Microeconomics (ECON-UA 10), Intermediate Macroeconomics (ECON-UA 12), Statistics (ECON-UA 18), International Economics (ECON-UA 238), and Topics in Econometrics (ECON-UA 380).
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.

In addition, policy concentration students are required to take Mathematics for Economics I and Mathematics for Economics II (MATH-UA 211, 212). These two mathematics courses are designed especially for economics majors and must be taken at NYU by all economics policy majors. We strongly recommend that students take Economic Principles II (ECON-UA 2) and Mathematics for Economics I (MATH-UA 211) in the same semester to obtain the maximum benefit from these courses. Note that Mathematics for Economics I (MATH-UA 211) is a prerequisite for Mathematics for Economics II (MATH-UA 212).

Students are strongly advised to pay close attention to the prerequisites for each course, as they will be strictly enforced. Students should be aware that Algebra and Calculus (MATH-UA 9), or its equivalent, is required for both Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2). Mathematics for Economics II (MATH-UA 212) is the prerequisite for the two intermediate courses, Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12). A grade of C or better is needed to pass both the economics and the mathematics requirements.

At least 40 points (10 courses) are to be taken in the Department of Economics: Introduction to Economic Analysis (ECON-UA 5), Mathematics for Economists (ECON-UA 6), Analytical Statistics (ECON-UA 20), Microeconomics (ECON-UA 11), Macroeconomics (ECON-UA 13), and Introduction to Econometrics (ECON-UA 266), plus four economics electives. At least two of these electives must be courses numbered ECON-UA 300-399 and designated as theory classes.

Students are strongly advised to pay close attention to the prerequisites for each course, as they will be strictly enforced. Furthermore, students must complete Calculus I (MATH-UA 121), Calculus II (MATH-UA 122), and Calculus III (MATH-UA 123). These calculus courses should be completed before or during the student’s first year in the program. A grade of C or better is needed to pass both the economics and the mathematics requirements.

A typical sequence of courses consists of the following: by sophomore year, Introduction to Economic Analysis (ECON-UA 5), Mathematics for Economists (ECON-UA 6), and Analytical Statistics (ECON-UA 20); by junior year, Microeconomics (ECON-UA 11), Macroeconomics (ECON-UA 13), Introduction to Econometrics (ECON-UA 266), and one elective; by senior year, three electives.

Students with permission from the director of undergraduate studies may change from the policy concentration to the theory concentration, or vice versa; however, certain rules apply. In either case, no course may be taken for which the student does not have the appropriate prerequisites; this includes the mathematics prerequisites.
Transferring between concentrations after students have completed any of the intermediate courses is very difficult, more so in going from the policy to the theory concentration. Students who are unsure about which concentration to take should seek departmental advice before beginning their major. For those switching into the theory concentration from policy, Economic Principles I (ECON-UA 1) or Economic Principles II (ECON-UA 2) can be substituted for a 200-level elective. For those switching from theory to policy, Introduction to Economic Analysis (ECON-UA 5) may substitute for Economic Principles II (ECON-UA 2).

**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 may only take the theory concentration. Nine courses must be taken from each department.

The economics requirements (nine courses/36 points) are as follows:

- Introduction to Economic Analysis (ECON-UA 5)
- Mathematics for Economists (ECON-UA 6)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Analytical Statistics (ECON-UA 20)
- 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.

Of the nine mathematics courses (36 points), six are required:

- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140)
- Analysis I (MATH-UA 325)
- Analysis II (MATH-UA 326)

Three additional courses must be completed from the following choices (see Mathematics in this Bulletin for course titles and descriptions): MATH-UA 141, MATH-UA 224, MATH-UA 233, MATH-UA 234, MATH-UA 235, MATH-UA 240, MATH-UA 248, MATH-UA 250, MATH-UA 252, MATH-UA 262, MATH-UA 264, MATH-UA 270, MATH-UA 282, MATH-UA 343, MATH-UA 344, or MATH-UA 363.

Interested students should consult with the director of undergraduate studies in both departments for additional information.

**Joint Major in Economics and Computer Science**

This is an interdisciplinary major (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 the joint ECCS major. This major has requirements in three departments, including mathematics. A grade of C (2.0) or better is necessary in all courses used to fulfill joint major requirements.

The economics requirements (nine courses/36 points) are as follows:

- Introduction to Economic Analysis (ECON-UA 5)
- Mathematics for Economists (ECON-UA 6)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Analytical Statistics (ECON-UA 20)
- Introduction to Econometrics (ECON-UA 266)
- Plus any three economics elective courses, at least two of which must be at the 300 level. One of these electives may be replaced by Introduction to Database Systems (CSCI-UA 444).
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 ECON-UA 310, ECON-UA 337, ECON-UA 365, or ECON-UA 375.

The mathematics requirements (four courses/16 points) are as follows:

- Discrete Mathematics (MATH-UA 120)
- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Calculus III (MATH-UA 123)

Interested students should consult with the director of undergraduate studies in both departments for additional information.

**Minor**

Students may minor in economics in either concentration. A minor enables a student to acquire a useful understanding of economic concepts and analysis without the same degree of coverage as would be obtained in a major. A grade of C or better is required for a course to be counted toward the minor in economics. Note: If a student fails a course required for the minor, the course must be retaken in the department; a course taken outside the University will not normally be allowed to substitute for a failed course. No course for the minor may be taken as pass/fail.

**Policy Minor**

At least 24 points (six courses) to be taken in the Department of Economics, including Economic Principles I (ECON-UA 1), Economic Principles II (ECON-UA 2), Statistics (ECON-UA 18), International Economics (ECON-UA 238), and two additional 4-point courses numbered ECON-UA 200-299.

**Theory Minor**

At least 24 points (six courses) to be taken in the Department of Economics, including Introduction to Economic Analysis (ECON-UA 5), Mathematics for Economists (ECON-UA 6), Analytical Statistics (ECON-UA 20), either Microeconomics (ECON-UA 11) or Macroeconomics (ECON-UA 13), and any other two electives in the theory sequence for which the student has the prerequisites.

**Honors Program**

Honors may be taken in either concentration. Obtaining honors in economics provides students with the unique opportunity of engaging in a fulfilling capstone experience to their major. Honors students have the opportunity to take courses that are challenging and small in size, enabling students to form close relationships with the faculty in the economics department. Students interested in going to graduate or professional schools are especially urged to take honors.

A 3.65 overall GPA and a 3.65 average in economics courses are required.

Students who wish to obtain honors register for a three-course sequence usually beginning no later than the spring semester of their junior year: Topics in Econometrics (ECON-UA 380) or 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).

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.

Honors students will be required to take at least 44 points in the policy concentration or at least 44 points in the theory concentration. Students will need to begin the process during the spring semester of their junior year.
Students who wish to pursue honors would take the following courses, depending on their chosen concentration.

**Honors in Policy Concentration:**

- Economic Principles I (ECON-UA 1)
- Economic Principles II (ECON-UA 2)
- Statistics (ECON-UA 18)
- Intermediate Microeconomics (ECON-UA 10)
- Intermediate Macroeconomics (ECON-UA 12)
- International Economics (ECON-UA 238)
- Topics in Econometrics (ECON-UA 380)
- 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 Economic Analysis (ECON-UA 5)
- Mathematics for Economists (ECON-UA 6)
- Analytical Statistics (ECON-UA 20)
- Microeconomics (ECON-UA 11)
- Macroeconomics (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)

Note: Students are encouraged to review the Department of Economics website (www.econ.nyu.edu) for more information about the economics major. Students should speak with an adviser in the department to help them plan their major. Advisers are located at 19 West Fourth Street, Rooms 836 and 837.

In the list of courses below, some courses are designated either “P” or “T” (or both). “P” alone represents courses to be taken only by students in the policy concentration; “T” alone represents courses to be taken only by students in the theory concentration; and “P, T” represents courses that may be taken by students in either concentration.

Economics courses for majors fall into several categories: first- and second-year core courses; elective courses at the 200 and 300 level; and special honors courses. Students must pay careful attention to prerequisites, as they are strictly enforced in this sequential major.

**First-Year Core Courses**

**Economic Principles I (P)**
ECON-UA 1  **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 Economic Analysis (T)
ECON-UA 5  Corequisite: Calculus II (MATH-UA 122). Open only to freshmen and sophomores. Offered in the fall. Will not be offered in 2012. 4 points.
Introduces some of the important tools economists use to solve problems, provides examples of how they are used, and prepares students for subsequent course work in the theory concentration. Topics include game theory, decision making by households and firms, competitive markets, long-run economic growth, disequilibrium, and short-run economic fluctuations.

Mathematics for Economists (T)
ECON-UA 6  Prerequisite: Introduction to Economic Analysis (ECON-UA 5). Corequisites: Analytical Statistics (ECON-UA 20) and Calculus III (MATH-UA 123). Open only to freshmen and sophomores. Offered in the spring. Will not be offered in 2013. 4 points.
Specifically designed to provide the appropriate mathematical tools for study in the theory concentration. Examples and motivation are drawn from important topics in economics. Topics covered include elementary set theory and the abstract notion of a function; Cartesian products; convex sets and concave functions; differential calculus and partial derivatives; integration and the fundamental theorem of calculus; first- and second-order conditions for a maximum; implicit functions; and constrained optimization.

Statistics (P)
ECON-UA 18  Prerequisite: Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211). Restrictions: not open to any student who has taken Analytical Statistics (ECON-UA 20); not open to seniors. Offered every semester. 4 points.
Introduction to statistics. 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.

Second-Year Core Courses
Notes applying only to students who entered NYU before Fall 2012: Wherever Mathematics for Economics II (MATH-UA 212) is listed as a prerequisite, Calculus I (MATH-UA 121) or Advanced Placement credit in Calculus may be substituted as the prerequisite; Intermediate Microeconomics (P) (ECON-UA 10) is not a prerequisite for Intermediate Macroeconomics (ECON-UA 12); and Topics in Econometrics (ECON-UA 380) is not a core course.

Intermediate Microeconomics (P)
ECON-UA 10  Prerequisites: Economic Principles I, II (ECON-UA 1, 2) and Mathematics for Economics II (MATH-UA 212). Restriction: not open to seniors. Offered every semester. 4 points.
Examines the manner in which producers, consumers, and resource owners acting through the market determine the prices and output of goods, the allocation of productive resources, and the functional distribution of incomes. The price system is seen as a network of interrelated decisions, with the market process serving to communicate information to decision makers.

Microeconomics (T)
ECON-UA 11  Prerequisites: Mathematics for Economists (ECON-UA 6), Analytical Statistics
(ECON-UA 20), and Calculus III (MATH-UA 123).
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: Business Cycles and Stabilization Policy (P)**
ECON-UA 12  Prerequisites: Economic Principles I (ECON-UA 1), and Intermediate Microeconomics (ECON-UA 10). Restriction: 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.

**Macroeconomics (T)**
ECON-UA 13  Prerequisites: Mathematics for Economists (ECON-UA 6), Analytical Statistics (ECON-UA 20), and Calculus III (MATH-UA 123).
Offered in the spring. 4 points.
Study of aggregate economic analysis, with attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them. This course involves more formal analysis than that used in ECON-UA 12.

**International Economics (P)**
ECON-UA 238  Prerequisites: Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2). Offered every semester. 4 points.
Focuses on international trade in goods, services, and capital. It serves as an introduction to international economic issues and as preparation for the department's more advanced course Topics in the Global Economy (ECON-UA 324). The issues discussed include gains from trade and their distribution; analysis of protectionism; strategic trade barriers; the trade deficit; exchange rate determination; and government intervention in foreign exchange markets.

**Introduction to Econometrics (T)**
ECON-UA 266  Prerequisites: Mathematics for Economists (ECON-UA 6) and Analytical Statistics (ECON-UA 20). Offered in the fall. 4 points.
Application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. Accquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation modes and the concept of identification is provided.

**Topics in Econometrics (P)**
ECON-UA 380  Prerequisites: Intermediate Macroeconomics (ECON-UA 12) and Statistics (ECON-UA 18). Offered every semester. 4 points.
Examines a number of important areas of econometrics. The topics covered include identification and estimation of simultaneous equations models; model specification and testing; estimation of discrete choice models; and the analysis of duration models. In addition to covering the relevant theoretical issues, the course includes the application of these methods to economic data.

**Elective Courses: 200 Level**

**Economic History of the United States (P, T)**
ECON-UA 205  Prerequisites: Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2), or Introduction to Economic Analysis (ECON-UA 5). Offered in the spring and summer. 4 points.
Analytic survey of the structure of the U.S. economy. National income and its distribution; population and land; capital accumulation and development of financial institutions; labor and labor unions; technological change; the market, both domestic and foreign; and the economic effects of government policy.

**History of Economic Thought (P, T)**
ECON-UA 206  Formerly ECON-UA 106. Prerequisite: Economic Principles I (ECON-UA 1).
Restriction: not open to any student who has taken ECON-UA 106. Offered every fall, spring, and summer. 4 points.
 Begins with a short introduction to mercantilism, then moves to the classical school, examining the contributions of its main figures (Smith, Malthus, Ricardo, Mill, and others). Ends with Marx’s reaction to classical doctrines and the Marginalist Revolution of the late 19th century, which set the foundation of modern neoclassical economics. Conceptually, covers a variety of topics but focuses on two main entities: first, the normative aspects of the debate on the factors determining the value of commodities and the related issue of the principles that ought to govern the allocation of wealth; and
second, various theories of economic growth and historical change, including predictions made on the future of capitalism.

Ethics and Economics (P, T)
ECON-UA 207  Prerequisite: Economic Principles II (ECON-UA 2) or Introduction to Economic Analysis (ECON-UA 5). Offered in the spring. 4 points.
Study of the interface between ethical and economic theories. Specific topics covered include a brief overview of various ethical ideas, an analysis of the ethical presuppositions of modern economic theory (especially welfare economics), utilitarian ethics, the moral status of free exchange, the ethical implications of imperfect knowledge between bargaining parties, cost-benefit analysis and human rights, the economic content of the “general welfare,” and laissez-faire.

Policy Ideas in the History of Economic Thought (P)
ECON-UA 208  Prerequisites: Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2). Offered once every year. 4 points.
Economic policy has been important since the beginning of systematic economic thought. This course examines a few selected policy recommendations drawn from classical to present-day economic thought. The examined policies may vary from year to year. 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. The 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.

Game Theory and Strategy (P)
ECON-UA 216  Prerequisites: Economic Principles II (ECON-UA 2) and Calculus I (MATH-UA 121). Offered every year. 4 points.
Indicated for students with an interest in learning how to apply game theoretical analysis to a variety of disciplines. The course aims to provide a mostly applied overview of game theoretical concepts and emphasizes their use in real-world situations. By the end of the course, students should have developed tools that will allow them to formally analyze outcomes in strategic situations.

Financial Crises (P)
ECON-UA 225  Prerequisites: Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2). Offered once every year. 4 points.
Allows students to understand the origin and evolution of financial crises. Various policy options that may prevent and mitigate financial crises and the restructuring of the global financial architecture to prevent or limit future crises are examined. Although the course focuses mostly on the United States and on the most recent financial crisis, it will also examine earlier financial crises in the United States (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: Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2), or Introduction to Economic Analysis (ECON-UA 5). Offered in the fall. 4 points.
The city as an economic organization. Urbanization trends, functional specialization, and the nature of growth within the city; organization of economic activity within the city and its outlying areas, the organization of the labor market, and problems of urban poverty; the urban public economy; housing and land-use problems; transportation problems; and special problems within the public sector.

Money and Banking (P, T)
ECON-UA 231  Prerequisites: Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2), or Introduction to Economic Analysis (ECON-UA 5). 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: Economic Principles II (ECON-UA 2) or Introduction to Economic Analysis (ECON-UA 5). Offered in the fall. 4 points.
Defines poverty and welfare. Analyzes who the poor are, why some people are rich and others poor, equality of opportunity, income and status, inequality, trends in the degree of inequality, government's role in income distribution, and international comparisons of inequality.

Gender and Choices (P, T)
ECON-UA 252  Identical to SCA-UA 719.
Prerequisite: Economic Principles II (ECON-UA 2) or Introduction to Economic Analysis (ECON-UA 5). Offered in the spring. 4 points.
Examines important economic influences on decisions women make concerning labor force participation and family. Theory of labor market behavior and discrimination, as well as public policy options.

**Privatization (P)**
ECON-UA 270 Prerequisites: Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2). Offered every fall. 4 points.
Analyzes the principles and practices underlying the privatization of public enterprises and governmental functions. After evaluating the criticism directed at public ownership, the course examines an alternative to privatization: reforming state-owned enterprises and public administration, using examples from the United States, Great Britain, and New Zealand. Various issues of privatization (such as 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) are discussed both in principle and via examples from industrial, transitional, and less-developed economies.

**Topics in Economic Analysis I (P)**
ECON-UA 290 Prerequisite: Economic Principles I (ECON-UA 1) and/or Economic Principles II (ECON-UA 2). Offered once every year. 4 points.
A mid-level undergraduate elective course offered to encourage department or visiting faculty who wish to give courses in fields that are not in the permanent course offerings. The exact topic of this course is announced before registration each year. Such “topics courses” are not given regularly, and a specific topic presented in any one semester is unlikely to be repeated. Students are allowed to count only one such topics course for the major.

**Politics and Finance: Honors Seminar (P)**
ECON-UA 296 Identical to POL-UA 396.
Prerequisites: Economic Principles II (ECON-UA 2), Power and Politics in America (POL-UA 300), 3.5 GPA, and permission of the Department of Politics. Offered every year. 4 points.
Examines how legislation and regulation influence the structure of financial markets and how players in these markets intervene in the political process to create or modify legislative and regulatory outcomes. Particular emphasis is placed on the United States. International comparisons are also presented. The course assumes that students have had exposure to microeconomics and finance but not to political theory. A brief introduction to political theory is provided. The approach is similar to that used in microeconomics, except that transactions are made through voting institutions rather than through economic exchange.

**Elective Courses: 300 Level**
Note: For all courses listed below, Statistics (P) (ECON-UA 18) is a prerequisite for policy electives, and Introduction to Econometrics (T) (ECON-UA 266) is a prerequisite for theory electives. Additional prerequisites are listed for each course.

**Strategic Decision Theory (T)**
ECON-UA 310 Prerequisite: Microeconomics (ECON-UA 11). Offered in the spring. 4 points.
Introduction to noncooperative game theory. Focuses on a rigorous development of the basic theory with economic applications such as competition among oligopolists, how standards are set, auction theory, and bargaining. The formal topics include games in strategic form, Bayesian games, and games in extensive form.

**Industrial Organization (P)**
ECON-UA 316 Prerequisite: Intermediate Microeconomics (ECON-UA 10). Offered in the spring. 4 points.
Analysis of the structure, conduct, and performance of firms and industries. Involves the development of a theoretical basis for evaluating performance. Analysis of competition as a state of affairs versus competition as a process. The effects of advertising, economic concentration, and innovation on prices and production. Overall survey of contemporary antitrust law and economics.

**Market Structure and Performance (T)**
ECON-UA 317 Prerequisite: Microeconomics (ECON-UA 11). Offered every other year. 4 points.
Designed to familiarize students with a modern approach to industrial organization economics. The modern approach relies extensively on the use of game-theoretic tools to model strategic market behavior and the use of econometric methods for testing hypotheses regarding firm conduct and market performance. In particular, the course analyzes profit-maximizing business strategies of firms with market power, as well as strategic interactions among firms in various types of imperfectly competitive markets. The course addresses both static modes
of competition as well as dynamic competition in research and development and product design. The course also examines the scope of effective public policies designed to improve market performance. Throughout the course, mathematical-based models are used to develop the relevant concepts and test the pertinent theories of firm behavior.

**Risk and Fluctuations in Financial Markets (T)**  
ECON-UA 320  
Prerequisites: Microeconomics (ECON-UA 11) and Macroeconomics (ECON-UA 13).  
Offered every year. 4 points.  
Focuses on the role of market participants’ expectations in driving risk and long swings in asset prices. Three approaches are discussed: the dominant Rational Expectations Hypothesis, behavioral-finance models, and recently proposed models of risk and fluctuations that place “imperfect knowledge” at the center of the analysis. Beyond comparing the three approaches from both the theoretical and empirical points of view, the course examines their implications for the reform of our financial system aiming to limit its vulnerability to future crisis.

**Economic Development (P, T)**  
ECON-UA 323  
Prerequisites: ECON-UA 10, ECON-UA 12, and ECON-UA 238; or ECON-UA 11 and ECON-UA 13.  
Offered every semester. 4 points.  
Studies the problem of economic underdevelopment, with special reference to the countries of Asia, Latin America, and Africa. The building blocks of economic theory are used to understand the historical experiences of these countries. Macroeconomic topics covered include economic growth, income distribution, and poverty, with particular emphasis on the concept of underdevelopment as a circular, self-reinforcing trap. Microeconomic topics include the study of particular markets that are especially relevant to developing countries: those for land, labor, and credit. Notions of market fragmentation, limited information, and incentive problems receive emphasis. Ends with international issues: trading patterns, capital flows, and global financial crises are studied from the viewpoint of developing countries.

**Topics in the Global Economy (P)**  
ECON-UA 324  
Prerequisites: Intermediate Macroeconomics (ECON-UA 12) and International Economics (ECON-UA 238).  
Offered every semester. 4 points.  
Covers special topics in the context of a global economy, including fiscal and monetary policy under alternative exchange rate regimes; international transmission mechanisms; barriers to capital mobility; international policy coordination; optimum currency areas, customs unions and free trade areas; multilateral trade; trade liberalization policies; and the role of the World Bank and IMF.

**Economics of Energy and the Environment (P, T)**  
ECON-UA 326  
Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11).  
Offered in the fall. 4 points.  
Economic analysis of major policy issues in energy and the environment, both domestic and international. Emphasis on market solutions to various problems and market limitations in the allocation of environmental resources. Energy issues focus on OPEC and world oil markets, with attention to reducing oil import vulnerability; taxation and regulation of production and consumption; conservation of natural resources; and the transition to alternative energy sources. Environmental issues include policies to reduce pollution. Substantial attention is paid to global warming caused by consumption of fossil fuels.

**Monetary and Banking Theory (P, T)**  
ECON-UA 331  
Prerequisites: Microeconomics (ECON-UA 11), or Intermediate Microeconomics (ECON-UA 10) and Calculus III (MATH-UA 123), or permission of the instructor.  
Offered every year. 4 points.  
Designed to help students understand the functions served by money, financial securities, banks, and financial markets. While some connections are drawn to actual institutional arrangements and certain real-world policy issues, the emphasis is on developing and using internally consistent dynamic models based on explicit microfoundations—that is, the emphasis is on understanding monetary, and more generally, financial and aggregate economic phenomena, resulting from the choices of rational individuals who seek to maximize their own well-being subject to their income-earning ability and other constraints, such as those imposed by the economic environment within which they interact.

**International Trade (T)**  
ECON-UA 335  
Prerequisite: Microeconomics (ECON-UA 11). May not be taken for credit in addition to International Economics (ECON-UA 238).  
Offered every other year. 4 points.  
Examines theories of international trade, as well as related empirical evidence. Topics include the
Relationship between trade and economic growth, the theory of customs unions, international factor movements, trade between unequal partners, and trade under imperfect competition.

**Ownership and Corporate Control in Advanced and Transition Economies (P, T)**

ECON-UA 340  
**Prerequisite:** Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11). Offered in the fall. 4 points.

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

**Behavioral Economics (P)**

ECON-UA 342  
**Prerequisites:** Topics in Econometrics (ECON-UA 380) and Calculus II (MATH-UA 122); or Microeconomics (ECON-UA 11) and Introduction to Econometrics (ECON-UA 266). Offered every year. 4 points.

Introduces students to the field of behavioral economics, which seeks to insert more behavioral realism into economic theory. Topics covered include, but are not restricted to, prospect theory, mental accounting, other-regarding preferences, and hyperbolic discounting. We usually approach a topic by examining evidence of some departure from the assumptions made in the canonical economic model. We then ask how such departures can be formalized theoretically and how the resulting models can be tested empirically.

**Political Economy (T)**

ECON-UA 345  
**Prerequisite:** Microeconomics (ECON-UA 11). Offered in the spring. 4 points.

Introduces the emerging field of formal political economy. The variety of ways in which economists and political scientists think about political science and the interplay of political science and economics are analyzed. The first part of the course focuses on the formal modeling of political behavior and political institutions; the theory of social choice (how groups of rational individuals make decisions) and collective action (how groups of rational individuals take action) are analyzed. The second part of the course discusses the connection between politics and economics and investigates the effect of political variables on the determination of economic outcomes. Some questions that are answered: How can special groups of individuals enhance their well-being by political action? What is lobbying? What is the effect of contributions on political outcomes?

**Labor Economics (P, T)**

ECON-UA 351  
**Prerequisite:** Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11). Offered in the fall and spring. 4 points.

Analyzes the functioning of the labor market in both theoretical and statistical terms. Examines the determinants of wage and employment levels in perfect and imperfect labor markets, including the concept of education and training as human capital. Models of labor market dynamics are also examined, including those of job search and matching. The role of public policy in the functioning of labor markets is highlighted throughout.

**Public Economics (P, T)**

ECON-UA 353  
**Prerequisite:** Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11). Offered in the fall and spring. 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)?

**Law, Economics, and Society (P)**

ECON-UA 355  
**Formerly Economics of the Law (ECON-UA 255). Prerequisite:** Intermediate Microeconomics (ECON-UA 10). Offered every year. 4 points.

Deals with classic topics in law and economics, as well as law and society. Topics include tort law, criminal law and racial profiling, the efficient allocation of property rights, and the possibility of order without law. The methodological approach is a game-theoretical one. Provides a fair amount of the required technical background; concepts introduced include dominant strategies, Nash Equilibrium, dynamic games, and backward induction.
Experimental Economics (P; T)  
ECON-UA 360  Prerequisite: Intermediate  
Microeconomics (ECON-UA 10) or Microeconomics  
(ECON-UA 11). Offered in the spring. 4 points.  
Experimental economics is predicated on the  
belief that economics, like other sciences, can be  
a laboratory science where economic theories are  
tested, rejected, and revised. This course reviews  
the methodology of doing such laboratory experi-  
ments and investigates the use of experiments in  
a wide variety of fields. These include competitive  
markets, auctions, public goods theory, labor  
economics, game theory, and individual choice  
theory. The course functions as a research seminar  
in which students present their work as it progresses  
during the semester. Students also get exposure to  
the experimental laboratory in the Department of  
Economics and the research performed there.  

Elements of Financial Economics (T)  
ECON-UA 363  Prerequisite: Microeconomics  
(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 Micro Theory (T)  
ECON-UA 365  Prerequisite: Microeconomics  
(ECON-UA 11). Offered every other year. 4 points.  
Designed to introduce students to some of the main  
model-building techniques that have been developed  
by microeconomists. Intended for advanced under-  
graduates who have taken the necessary preparatory  
courses in economics and mathematics. Three basic  
topics are covered. The first topic is the static theory  
of consumer behavior both in a certain world and  
in an uncertain world. The second topic is the  
theory of general equilibrium. The third topic is the  
theory of dynamic optimization. In addition to the  
coverage of the economics, the advanced mathemati-  
cal techniques that are needed to understand the  
material are reviewed.  

Advanced Macroeconomics and Finance (T)  
ECON-UA 367  Prerequisites: Microeconomics  
(ECON-UA 11), Macroeconomics (ECON-UA 13),  
and Analytical Statistics (ECON-UA 20), or permis-  
sion of the instructor. Offered every year. 4 points.  
Studies dynamic theories of equilibrium with opti-  
ming 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 applica-  
tions of dynamic programming.  

Financial Economics (P)  
ECON-UA 368  Prerequisite: Intermediate  
Microeconomics (ECON-UA 10) or 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: Microeconomics  
(ECON-UA 11) and Macroeconomics (ECON-UA  
13). 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 once every  
year. 4 points.  
An advanced undergraduate elective course offered  
to encourage department or visiting faculty who  
wish to give courses in fields that are not in the  
permanent course offerings. The exact topic of  
this course is announced before registration each  
year. Such “topics courses” are not given regularly  
and a specific topic presented in any one semester  
is unlikely to be repeated. Students are allowed to  
count only one such topics course for the major.
Honors and Independent Study

Advanced Econometrics (P, T)
ECON-UA 402. Prerequisite: Introduction to Econometrics (ECON-UA 266) or Topics in Econometrics (ECON-UA 380). Restriction: open only to students who would qualify to pursue honors. Offered every fall. 4 points.
Covers a range of techniques in econometrics that are widely used in applied microeconomics, macroeconomics, and other fields. Although this is a course designed for honors economics majors, students who are not pursuing honors but still satisfy the GPA requirements (3.65 overall and in economics courses) and meet the prerequisite are encouraged to take this course. The class aims at preparing students for carrying out empirical research in economics, and there is emphasis on the relationship between economic models and observable data. We cover nonlinear methods, and a selection of topics in panel and time-series data.

Honors Tutorial (P, T)
ECON-UA 410. Prerequisites: Topics in Econometrics (ECON-UA 380); or Microeconomics (ECON-UA 11), Macroeconomics (ECON-UA 13), and Introduction to Econometrics (ECON-UA 266); permission of the instructor required. Restriction: open only to students in the honors track. Offered in the fall. 4 points.
Aims to train students to write on economic topics and perform economic analysis efficiently, as well as to develop theoretical skills. This course is in preparation for and is a prerequisite to the Honors Thesis (ECON-UA 450) course. Once a week, two students each present a paper on their original research. The students not presenting that week, as well as the instructor, critique the content and the form of the paper as well as the presentation. Each paper is to be revised and submitted to the instructor with a cover sheet that indicates how the student dealt with each of the criticisms.

Honors Thesis (P, T)
ECON-UA 450. Formerly ECON-UA 400. Prerequisite: Honors Tutorial (ECON-UA 410). 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.

Independent Study (P, T)
ECON-UA 997, 998. Prerequisites: Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12), or Microeconomics (ECON-UA 11) and Macroeconomics (ECON-UA 13), and permission of the director of undergraduate studies. No more than a total of 8 points of independent study may be taken. Offered every semester. 1 to 4 points 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 of a type required by the instructor.
DUAL-DEGREE PROGRAM IN

Engineering (with the Polytechnic Institute of NYU)

Since the fall of 2010, the College's dual-degree program in science and engineering with the Polytechnic Institute of NYU 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 the Bachelor of Science degree from the College of Arts and Science at New York University and the Bachelor of Science degree from the Polytechnic Institute of NYU. Students with this combination of degrees are likely to find excellent employment opportunities.

The available dual-degree combinations are as follows:

- B.S. in biology/B.S. in chemical and biomolecular engineering
- B.S. in chemistry/B.S. in chemical and biomolecular engineering
- B.S. in computer science/B.S. in computer engineering
- B.S. in computer science/B.S. in electrical engineering
- B.S. in mathematics/B.S. in civil engineering
- B.S. in mathematics/B.S. in computer engineering
- B.S. in mathematics/B.S. in electrical engineering
- B.S. in mathematics/B.S. in mechanical engineering
- B.S. in physics/B.S. in civil engineering
- B.S. in physics/B.S. in computer engineering
- B.S. in physics/B.S. in electrical engineering
- B.S. in physics/B.S. in mechanical engineering

Students in the program complete all of the Morse Academic Plan (MAP) requirements, with the exception of the foreign language requirement, from which they are excused. (Their required mathematics and science courses automatically satisfy the MAP’s Foundations of Scientific Inquiry requirements.) There is usually some flexibility concerning the semester in which a given course can be taken, and students with Advanced Placement credit may be able to lighten some of their semester course loads and/or have room for more electives.

Detailed programs of study for each of the curricula are available from Mr. Joseph Hemmes, the adviser for all students in the various programs. He may be contacted at the College Advising Center, Silver Center, 100 Washington Square East, Room 905, 212-998-8130.

Application materials for this dual-degree program may be requested from New York University, Office of Undergraduate Admissions, 665 Broadway, 11th Floor, New York, NY 10012-2339.

PROGRAM

Requirements

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

Students should have completed a rigorous college preparation program, including mathematics (through trigonometry), chemistry, and physics and exhibited substantial extracurricular activity and leadership. Students are usually admitted to the program as freshmen and must be prepared to begin with Calculus I (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 at New York University. In the first year at the College, the different curricula call for many of the same courses. This gives students time to consult with faculty at both schools before committing themselves to a particular science/engineering major.

For their second and third years of study at New York University, students select a major area from the disciplines of biology, chemistry, computer science, mathematics, and physics. In their first year, students will have the opportunity to decide upon or change this major and to reflect on their choice of an engineering major. In the spring of the third year, an orientation program helps students prepare for the transition to Polytechnic in the fourth year.

In the first three years of the program, students satisfy their MAP requirements and also take some of the Polytechnic courses required for their choice of engineering major. The final two years of study are undertaken at the Polytechnic Institute of NYU in downtown Brooklyn, across the East River and a short subway ride from New York University’s Greenwich Village campus.

At Polytechnic, students complete the remaining technical courses required for their engineering major. Programs in engineering available to students in the NYU-Polytechnic 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 general and major requirements at New York University.
The study of English and American literature fosters the kind of intellectual training central to a liberal arts education and useful in all professions. By learning to read critically and write with analytical precision, students who major in English prepare themselves to participate intelligently in their culture while forging a lifelong, enriching relationship with literature.

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

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

**Objectives**

The department offers a full and varied curriculum in literary history, critical theory, dramatic literature, theatre history, and literary culture. Its courses enable students to immerse themselves in literary works that reflect the values and aspirations of our diverse cultural traditions.

Qualified majors may apply for admission to the honors program in English for an opportunity to do advanced independent work.

The department also offers a minor in English and American literature.

Students should consult the department's website (english fas nyu edu) at registration time for a list of courses that satisfy the requirements outlined below and for more detailed descriptions of the particular courses offered in a given term.
Major in English and American Literature

A minimum of ten 4-point courses (40 points), distributed as follows:

- Four required core courses. These are Literary Interpretation (ENGL-UA 200), British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), and American Literature I (ENGL-UA 230). Note that Literary Interpretation should be the first course taken in the major; it may be taken concurrently with either British Literature I or American Literature I. The department recommends that British Literature I be taken before either British Literature II or American Literature I.
- One course in critical theories and methods. The following courses may be used to fulfill this requirement: ENGL-UA 130, ENGL-UA 710, ENGL-UA 712, ENGL-UA 715, ENGL-UA 730, ENGL-UA 735, ENGL-UA 749, ENGL-UA 755, ENGL-UA 970.
- One course in British literature before 1800. The following courses may be used to fulfill this requirement: ENGL-UA 143, ENGL-UA 307-310, ENGL-UA 320, ENGL-UA 400, 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 717, ENGL-UA 950, ENGL-UA 951-953, ENGL-GA 1060, ENGL-GA 1061.
- One seminar, usually taken in the senior year. Students must first complete the four core courses to be eligible to enroll in seminars.

The remaining courses may be drawn from any combination of intermediate courses, advanced courses, or seminars.

Minor

Minor in English and American Literature: The requirements are Literary Interpretation (ENGL-UA 200), plus at least three additional 4-point courses offered by the department.

Honors Program

The requirements consist of:

- A senior seminar chosen from ENGL-UA 950, ENGL-UA 951, ENGL-UA 952, ENGL-UA 953, ENGL-UA 954, ENGL-UA 955, ENGL-UA 960, ENGL-UA 961, ENGL-UA 962, ENGL-UA 963, ENGL-UA 964, ENGL-UA 965, ENGL-UA 970, ENGL-UA 971, ENGL-UA 972, ENGL-UA 973, ENGL-UA 974, ENGL-UA 975, ENGL-UA 976
- A senior thesis, written on a topic of the student's choice in an individual tutorial course (ENGL-UA 925) and directed by a member of the Department of English faculty
- And a yearlong colloquium for senior 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.

Restrictions on Credit Toward the Major and the Minor

Courses used to satisfy requirements for the English major or minor may not be used to satisfy the requirements for any other major or minor. Independent study courses and internships do not count toward any of the department’s major or minor programs. Transfer students must complete at least half of the required courses for the major and minor programs at the College. Students must receive a C+ or better in Literary Interpretation (ENGL-UA 200) to proceed with the major.

Study Abroad

The Department of English encourages its majors to take advantage of NYU’s many opportunities for study abroad. NYU in London offers courses that may be used to fulfill major requirements, as well as courses in British politics, creative writing, and the history of British art and architecture. A list of both ENGL-UA and non-ENGL-UA courses offered by the various NYU Study Abroad programs that may be counted toward specific requirements for the major can be found on the department's website each term. English majors should consult a departmental adviser before making plans to study abroad.
Accelerated Bachelor’s/Master’s Program

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

Student Organization

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.

COURSES

Basic Course in Literature

The following course is recommended to all students interested in literature as a foundation for the study of the humanities. No previous college course work in literature is assumed. This course may not be used toward the minimum requirements for the English major.

Film as Literature

ENGL-UA 70  Formerly 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.

Core Courses for Majors and Minors


Literary Interpretation

ENGL-UA 200  Prerequisite: Writing the Essay (EXPOS-UA 100). Restricted to declared and prospective English majors and minors. 4 points.

Conducted in a seminar format. Introduces students to the demands and pleasures of university-level investigation of English literature. Students develop the tools necessary for advanced criticism, including close-reading skills, knowledge of generic conventions, mastery of critical terminology, and skill at a variety of modes of analysis, from the formal to the historical. Also emphasizes the writing process, with the production of four to five formal papers.

British Literature I

ENGL-UA 210  Prerequisite or corequisite: Literary Interpretation (ENGL-UA 200) 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: British Literature I (ENGL-UA 210) 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: Literary Interpretation (ENGL-UA 200) or equivalent approved by the course instructor. 4 points.

A survey of American literature and literary history, from the early colonial period to the eve of the Civil War. The goal is to acquire a grasp of the expanding canon of American literature by reading both established, canonical masterpieces and texts traditionally considered marginal. Topics include the relation between history and cultural mythology, the rise of “literature” as a discipline unto itself, the meaning of American individualism, the mythology of American exceptionalism, the dialectic of freedom and slavery in American rhetoric, the American obsession with race, the ideology of domesticity and its link to the sentimental, and the nature of the “American Renaissance.”

American Literature II

ENGL-UA 235  Prerequisite: Writing the Essay (EXPOS-UA 100). Offered every year. 4 points.
Survey of American literature from the Civil War to the present. Close reading of representative works, with attention to the historical, intellectual, and social contexts of the period.

**Courses in Literature for Majors and Minors Open to All Undergraduates**

The following courses are open to all undergraduates who have fulfilled the College’s expository writing requirement. Some courses carry additional prerequisites (noted below).

**History of Drama and Theatre I and II**
ENGL-UA 125, 126  Identical to DRLIT-UA 110, 111. Either term may be taken alone for credit. 4 points per term.

Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. The first semester covers the major periods of Greek and Roman drama; Japanese classical theatre; medieval drama; theatre of the English, Italian, and Spanish Renaissance; and French neoclassical drama. The second semester begins with English Restoration and 18th-century comedy and continues through romanticism, naturalism, and realism to an examination of antirealism and the major dramatic currents of the 20th century, including postcolonial theatre in Asia, Africa, and Australia.

**Theory of Drama**
ENGL-UA 130  Identical to DRLIT-UA 130. Offered every year. 4 points.

Explores the relationship between two kinds of theories: theories of meaning and theories of performance. Among the theories of meaning to be studied are semiotics, deconstruction, feminism, psychoanalysis, new historicism, and postmodernism. Theories of practice include naturalism, dadaism, futurism, epic theatre, theatre of cruelty, poor theatre, and environmental theatre. Theories are examined through theoretical essays and representative plays.

**Drama in Performance in New York**
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 12 plays, covering classical to contemporary and traditional to experimental theatre. On occasion, films or videotapes of plays are used to supplement live performances. Readings include plays and essays in theory and criticism.

**Dante and His World**
ENGL-UA 143  Identical to MEDI-UA 801, ITAL-UA 160. 4 points.

See description under Medieval and Renaissance Studies.

**Writing New York**
ENGL-UA 180  Identical to SCA-UA 757. 4 points.

Prerequisite: Texts and Ideas (MAP-UA 4XX). Offered every year. 4 points.

An introduction to the history of New York through an exploration of fiction, poetry, plays, and films about the city, from Washington Irving’s *A History of New York* to Frank Miller’s graphic novel *The Dark Knight Returns*. Two lectures and one recitation section each week.

**Modernism and the City: London and New York**
ENGL-UA 181  Offered periodically. 4 points.

Explores the cultural dynamics of transatlantic modernism as seen through the lens of urban experience. Focusing on London and New York as centers of gravity for modernist culture, explores the reciprocal relationship between modernism and the city: How was modernism shaped by the urban experience, and how, in turn, did modernism help to mold our conception of the modern city? Examines the parallels and contrasts among a variety of forms, including literature, film, art, music, and architecture, stressing the uneven developments of the period, with special attention paid to the tension between highbrow and popular forms.

**African American Literary Cultures**
ENGL-UA 185  Identical to SCA-UA 770. Prerequisite: Texts and Ideas (MAP-UA 4XX). Offered every other year. 4 points.

Surveys African Americans’ engagement with literacy—as readers, writers, and purveyors of verbal-expressive materials—from the 18th century to the present. The focus is not simply on literary reflection of black people’s experiences but on the various uses to which African American populations have put the modes of literacy to which they have had access. Considering such forms as verse and addresses from the Enlightenment and romantic periods, abolitionist tracts and uplift novels from the antebellum era and Reconstruction, realist and modernist literary fiction from the Harlem Renaissance and after, and such contemporary pop-cultural genres as slam poetry and cinematic depictions of the writing life, the course exposes
students to African American literary culture in its most wide-ranging manifestations.

**The American Short Story**  
ENGL-UA 240  Offered periodically. 4 points.  
Study of theme and technique in the American short story through readings in Irving, Hawthorne, Poe, Melville, James, Hemingway, Faulkner, Porter, and others, including representative regional writers.

**16th-Century English Literature**  
ENGL-UA 400  Identical to MEDI-UA 400. Offered every other year. 4 points.  
Introduction to the major writers of the 16th century. Such representative works as More’s *Utopia*, Sidney’s *Defense of Poetry*, Spenser’s *Faerie Queene*, and works of the lyric poets from Wyatt to Sidney are studied as unique artistic achievements within the cultural crosscurrents of humanism and the Reformation.

**Shakespeare I, II**  
ENGL-UA 410, 411  Identical to DRLIT-UA 225, 226. Either term may be taken alone for credit. Offered every year. 4 points per term.  
Introduction to the reading of Shakespeare.  
Examines approximately 10 plays each term. The first term covers the early comedies, tragedies, and histories up to *Hamlet*. The second term covers the later tragedies, the problem plays, and the romances, concluding with *The Tempest*.

**English Drama to 1642**  
ENGL-UA 420  Offered periodically. 4 points.  
Reading of major non-Shakespearean drama, including plays by Marlowe, Jonson, Middleton, Webster, and others, with attention to both formal and historical questions. Among issues to be addressed are genre, gender and sexuality, status, degree, and nation.

**17th-Century English Literature**  
ENGL-UA 440  Identical to MEDI-UA 440. Offered every other year. 4 points.  
Introduction to the prose and poetry of the 17th century—an age of spiritual, scientific, and political crisis. Readings in Jonson, Donne, Bacon, Herbert, Marvell, Milton, Browne, and others.

**The English Novel in the 19th Century**  
ENGL-UA 530  Offered every year. 4 points.  
Studies in the forms and contexts of the 19th-century English novel.

**Emerson, Whitman, Dickinson, and Frost**  
ENGL-UA 555  Offered every other year. 4 points.  
With the appearance of Emerson, American literature entered a new epoch. In departing from the New England religious tradition, Emerson redefined in transcendental terms the ordering principle of the universe, the nature of the self, and the work of the poet. These concepts remain central to the work of Whitman, Dickinson, and Frost, who, in responding to the issues Emerson raised, explored the possibilities of a genuinely native American poetry. Some previous experience in reading and writing about poetry is desirable.

**The British Novel in the 20th Century**  
ENGL-UA 605  Offered every other year. 4 points.  
Studies in the forms and contexts of the 20th-century British novel.

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

**American Fiction from 1900 to World War II**  
ENGL-UA 635  Offered every year. 4 points.  
Close reading of fictional works by Dreiser, Anderson, Stein, Hemingway, Dos Passos, Fitzgerald, West, Wright, Hurston, Faulkner, and others. Studies the texts in light of traditional critical approaches and recent developments in literary theory. Some of the perspectives that enter into discussion of the texts are the cultural and aesthetic background, the writer’s biography, and the articulation of distinctly American themes.

**American Fiction After World War II**  
ENGL-UA 640  Offered every year. 4 points.  
Examination of representative works by contemporary novelists. Authors generally include Barthelme, Bellow, Ellison, Gaddis, Hawkes, Mailer, Malamud, Morrison, Nabokov, Oates, Pynchon, Roth, Updike, and Walker.

**Topics in Caribbean Literature and Society**  
ENGL-UA 704  Identical to COLIT-UA 132, SCA-UA 780. 4 points.  
See description under Comparative Literature.

**Colonialism and the Rise of Modern African Literature**  
ENGL-UA 707  Identical to COLIT-UA 850. 4 points.  
See description under Comparative Literature.

**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 under Asian/Pacific/American Studies.
Arthurian Legend
ENGL-UA 717 Identical to MEDI-UA 800, COLIT-UA 825, FREN-UA 813, RELST-UA 800. 4 points.
See description under Medieval and Renaissance Studies.

Tragedy
ENGL-UA 720 Identical to COLIT-UA 110, DRLIT-UA 200. 4 points.
See description under Comparative Literature.

Science Fiction
ENGL-UA 728 Offered periodically. 4 points.
Considers contemporary science fiction as literature, social commentary, prophecy, and a reflection of recent and possible future trends in technology and society. Writers considered include such authors as Isaac Asimov, J. G. Ballard, Octavia Butler, Arthur C. Clarke, Samuel Delany, Philip K. Dick, William Gibson, Robert Heinlein, Frank Herbert, Ursula K. Le Guin, Neal Stephenson, and Bruce Sterling.

The Theory of the Avant-Garde, East and West, 1890–1930
ENGL-UA 730 Identical to RUSSN-UA 841, COLIT-UA 841. 4 points.
See description under Russian and Slavic Studies.

Queer Literature
ENGL-UA 749 Identical to SCA-UA 482. 4 points.
See description under Gender and Sexuality Studies.

Topics in Irish Literature
ENGL-UA 761 Identical to IRISH-UA 761. 4 points.
See description under Irish Studies.

Advanced Courses in Literature
The following courses have departmental prerequisites (as noted below). Colloquia are restricted to majors only. 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 considered generally include Olaudah Equiano, Phillis Wheatley, Harriet Jacobs, William Wells Brown, Frederick Douglass, Frances E. W. Harper, and Harriet Wilson.

20th-Century African American Literature
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.
Survey of major texts—fiction, poetry, autobiography, and drama—from Du Bois’s The Souls of Black Folk (1903) to contemporaries such as Amiri Baraka, Alice Walker, and Toni Morrison. Discussion of the Harlem Renaissance and its key figures, including Richard Wright, James Baldwin, Langston Hughes, and Ralph Ellison.

Contemporary African American Fiction
ENGL-UA 254 Identical to SCA-UA 786. Prerequisite: African American Literary Cultures (ENGL-UA 185) or American Literature I (ENGL-UA 230). Offered periodically. 4 points.
Focuses on major novels by African American writers from Richard Wright’s Native Son (1940) to the present. Readings generally include novels by Ralph Ellison, James Baldwin, and Chester Himes, as well as more recent fiction by Ernest Gaines, John Widerman, Alice Walker, Toni Morrison, and others.

Medieval Visionary Literature
ENGL-UA 309 Identical to MEDI-UA 321. Prerequisite: British Literature I (ENGL-UA 210). Offered periodically. 4 points.
Exploration of a variety of medieval dream visions. Beginning with the great prophetic visions of the Bible (Isaiah, Ezekiel, Daniel, and the Apocalypse), students then read a number of early visions of journeys to heaven and hell, versions of earthly paradise, and other visionary texts.

Medieval Literature in Translation
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.

Introduction to Old English Language and Literature
ENGL-UA 315 Prerequisite: British Literature I (ENGL-UA 210). Offered periodically. 4 points.
An introduction to the Old English language and literature as well as the culture of England before the Norman Conquest of 1066. Students learn the grammar and vocabulary of this earliest surviving form
of English, while being introduced to topics such as 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. The course ends with reading excerpts from *Beowulf* in the original and orally performing scenes from the poem.

**Colloquium: Chaucer**

ENGL-UA 320  *Identical to MEDI-UA 320.*

Prerequisite: British Literature I (ENGL-UA 210).

Offered every year. 4 points.

Introduction to Geoffrey Chaucer’s major poetry, with particular attention to *The Canterbury Tales.* Chaucer’s language and versification are studied briefly but intensively so that students are able to read his 14th-century London dialect with comprehension and pleasure. Special critical attention is given to his narrative skills, methods of characterization, wide range of styles and forms, and other rhetorical strategies. Students are also encouraged to explore Chaucer’s artistry as a reflection of late medieval social and cultural history.

**Colloquium: Shakespeare**

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 of Shakespeare chosen from among the comedies, tragedies, and histories, with attention to formal, historical, and performance questions.

**Colloquium: The Renaissance Writer**

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 every other year. 4 points.

Emphasis on the major poems—*Paradise Lost,* *Paradise Regained,* and *Samson Agonistes*—with some attention to the early poems and the prose. Traces the poet’s sense of vocation, analyzes the gradual development of the Miltonic style, and assesses Milton’s position in the history of English literature, politics, and theology.

**Restoration and Early 18th-Century Literature**

ENGL-UA 500  Prerequisite: British Literature I (ENGL-UA 210). Offered periodically. 4 points.

The poetry, prose, and drama from the Restoration of Charles II in 1660 to the death of Pope in 1744. Readings include texts by such writers as Haywood, Astell, Montague, Dryden, Defoe, Swift, Pope, Wycherley, Gay, Congreve, Behn, and Richardson.

**Mid- and Late 18th-Century Literature**

ENGL-UA 501  Prerequisite: British Literature I (ENGL-UA 210) or History of Drama and Theatre I (ENGL-UA 125). Offered periodically. 4 points.

**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.

Development of English drama from 1660 to 1780, illustrating the comedy of manners (both sentimental and laughing), the heroic play, and tragedy. Playwrights may include such writers as Behn, Dryden, Wycherley, Congreve, Goldsmith, and Sheridan.

**Colloquium: The 18th-Century Writer**

ENGL-UA 515  Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.

Topic varies each term. Consult the department’s undergraduate website for further information.

**The Romantic Period**

ENGL-UA 520  Prerequisite: British Literature II (ENGL-UA 220). Offered every year. 4 points.

Study of late 18th-century and early 19th-century genres. Authors might include Burns, Blake, Wollstonecraft, Wordsworth, Coleridge, Austen, Byron, Percy Shelley, Mary Shelley, Barbaud, Keats, Scott, Hemans, De Quincey, and Clare.

**19th-Century Writers**

ENGL-UA 525  Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.

Readings in the genres of 19th-century writing.

**From Victorian to Modern**

ENGL-UA 540  Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points

Study of late Victorian and early modernist literature and culture.

**Colloquium: The 19th-Century British Writer**

ENGL-UA 545  Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.

Topic varies each term. Consult the department’s undergraduate website for further information.
Early American Literature
ENGL-UA 548 Prerequisite: American Literature I (ENGL-UA 230). Offered every other year. 4 points.
Examines the large variety of writing produced in North America between 1600 and 1800, from indigenous/European encounters through the American Revolution and its aftermath. Genres discussed in their cultural contexts include colonization, captivity, slave, and travel narratives; sermons; familiar correspondence; autobiographies; poetry; drama; and the novel.

19th-Century American Poetry
ENGL-UA 550 Prerequisite: American Literature I (ENGL-UA 230). Offered every other year. 4 points.
A survey of 19th-century American verse. Considers both popular (that is, forgotten) and acknowledged major poets of the period, with an eye toward discerning the conventions that bind them to and separate them from one another.

American Romanticism
ENGL-UA 551 Prerequisite: American Literature I (ENGL-UA 230). Offered every other year. 4 points.
Readings in Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman. Lectures emphasize their varying attempts to reconcile “nature” with “civilization” and to grant expression to instinct, whim, and passion while preserving the traditions and institutions that hold society together. Various expressions of the nature/civilization conflict are considered: frontier/city, America/Europe, heart/head, natural law/social law, organic forms/traditional genres, and literary nationalism/the republic of letters.

American Realism
ENGL-UA 560 Prerequisite: American Literature I (ENGL-UA 230). Offered every other year. 4 points.
In-depth study of the characteristic work of Mark Twain, William Dean Howells, Henry James, Emily Dickinson, Stephen Crane, Frank Norris, and Henry Adams. Emphasizes literary realism and naturalism as an aesthetic response to the changing psychological, social, and political conditions of 19th-century America.

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

Modern British and American Poetry
ENGL-UA 600 Prerequisite: British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), or American Literature I (ENGL-UA 230). Offered every other year. 4 points.
Readings from major modern American, British, and Irish poets from the middle of the 19th century to the 1920s—specifically, from Whitman’s Leaves of Grass (1855) to T. S. Eliot’s The Waste Land (1922). Poets considered generally include Whitman, Dickinson, Hardy, Hopkins, Yeats, Pound, Stevens, Frost, Williams, and Eliot.

Contemporary British and American Poetry
ENGL-UA 601 Prerequisite: British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), or American Literature I (ENGL-UA 230). Offered every other year. 4 points.
Readings in modern American, British, and Irish poets from 1922 to the present. Poets considered generally include the middle and later T. S. Eliot, Hart Crane, W. H. Auden, William Empson, Dylan Thomas, Robert Lowell, Elizabeth Bishop, Charles Olson, John Ashbery, and others.

Contemporary British Literature and Culture
ENGL-UA 607 Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.
Studies in contemporary British fiction, exploring postwar British culture in an era of profound political and economic change and social upheaval. Examines a range of avant-garde, neorealist, postcolonial, and popular texts that challenge received notions of “Englishness.” Particular attention is paid to the interaction between literature and other cultural forms, such as cinema, popular music, and sport.

Modern British Drama
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 every other year. 4 points.
Studies in the modern drama of England and Ireland, always focusing on a specific period, a specific group of playwrights, a specific dramatic movement of theatre, or a specific topic. Among playwrights covered at different times are Shaw, Synge, O’Casey, Behan, Osborne, Pinter, Stoppard, Bond, Fry, Storey, Hare, Adgar, Brenton, Gems, Churchill, and Daniels.

The Irish Renaissance
ENGL-UA 621 Identical to IRISH-UA 621. Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.
Seeks to understand the extraordinary achievements of Irish writers in the last decade of the 19th and
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the first third of the 20th century. Wide readings in different genres—poetry, polemic, short story, novel, drama—that were remade by Irish writers during the tumultuous period from the fall of Charles Stuart Parnell into the early years of national government of the 1930s. Authors read include Oscar Wilde, James Joyce, William Butler Yeats, George Bernard Shaw, Lady Augusta Gregory, John Synge, Sean O’Casey, Elizabeth Bowen, and Flann O’Brien. Also considers the social and historical contexts of Ireland under the Union with Britain and after that Union was partially broken. In attempting to refine the proper lens through which to view this literature, addresses a number of salient issues, including the nature and cultural forms of Irish cultural nationalism, the violence of civil war, the social position of literature and of intellectuals in projects of national reconciliation and national identity, and the clash between revolutionary anti-imperialism and conservative Roman Catholicism, between rural and urban identities, and between provincialism and cosmopolitanism as strategies for literary self-fashioning.

Irish American Literature
ENGL-UA 622 Identical to IRISH-UA 622. 4 points.
Examines Irish American literature from the 19th century to the present, considering the literary responses of generations of Irish immigrants as they strove to understand and contribute to the American experience. The works of writers such as F. Scott Fitzgerald, Eugene O’Neill, Flannery O’Connor, John O’Hara, and William Kennedy are explored, as are the connections between ethnic and literary cultures.

Colloquium: Joyce
ENGL-UA 625 Prerequisite: British Literature II (ENGL-UA 220). Offered every year. 4 points.
An in-depth consideration of the major works of James Joyce, from the early short stories of Dubliners to the late experimental prose/poetry of Finnegans Wake, concentrating on a detailed and systematic reading of Ulysses. The biographical and social/historical contexts of Joyce’s work are investigated alongside consideration of his pathbreaking formal experiments and his relations with the many currents of literary and artistic modernism. Discussion of Ulysses is complemented by consideration of the many forms of literary and critical theory that have been fashioned around readings of the book.

Colloquium: The Modern American Writer
ENGL-UA 626 Prerequisite: American Literature I (ENGL-UA 230). Offered every other year. 4 points.

Topic varies each term. Consult the department’s undergraduate website for further information.

American Poetry from 1900 to the Present
ENGL-UA 630 Prerequisite: American Literature I (ENGL-UA 230) or American Romanticism (ENGL-UA 550). Offered every other year. 4 points.
Survey of the development of 20th-century American 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 Eugene O’Neill, Susan Glaspell, the Group Theatre, Thornton Wilder, Tennessee Williams, Arthur Miller, Edward Albee, Sam Shepard, David Mamet, Maria Irene Fornes, and David Henry Hwang.

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

Colloquium: The Postcolonial Writer
ENGL-UA 708 Prerequisite: Literary Interpretation (ENGL-UA 200). Offered every other year. 4 points.
Focuses on the works of a single author from the field of postcolonial literature. Some of the most important and interesting Anglophone writers of recent times belong to Britain’s former colonies in Africa, South Asia, or the Caribbean, whether living in the countries of their origin or in the West. The postcolonial literary canon includes writers who have won international recognition, marked by awards like the Nobel Prize for Literature (Wole Soyinka, V. S. Naipaul, Derek Walcott) or the Man Booker Prize in Britain (Salman Rushdie, Arundhati Roy, Kiran Desai). They are admired for their often innovative use of the English language, their oppositional politics, and their historical centrality.
Narratology
ENGL-UA 710  Prerequisite: Literary Interpretation (ENGL-UA 200). Offered every other year. 4 points.
Examines the nature of discourse, with focus on the novel and special emphasis on contemporary critical theory (e.g., semiotics, deconstruction) and the status of nonliterary prose discourse (usually Freud) as narrative in its own right. Readings survey the history of English and American fiction and critically examine the notion of literary history.

Major Texts in Critical Theory
ENGL-UA 712  Prerequisite: Literary Interpretation (ENGL-UA 200). Offered every year. 4 points.
Major texts in critical theory from Plato to Derrida, considered in relation to literary practice. The first half of the course focuses on four major types of critical theory: mimetic, ethical, expressive, and formalist. The second half turns to 20th-century critical schools, such as Russian and American formalism, archetypal criticism, structuralism, psychoanalytic criticism, feminism, reader theory, deconstruction, and historicism.

Literature and Psychology
ENGL-UA 715  Prerequisite: Literary Interpretation (ENGL-UA 200). Offered periodically. 4 points.
Freudian and post-Freudian psychological approaches to the reading and analysis of literary works. Covers manifest and latent meaning, the unconscious, childhood as a source of subject matter, sublimation, and gender and sexuality. Readings are chosen from such writers as Emily Brontë, Mary Shelley, Hawthorne, Dostoevsky, Dickens, Melville, James, Woolf, and Faulkner.

South Asian Literature in English
ENGL-UA 721  Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.
Explores the rich cross-cultural perspectives of 20th-century Indian English literature. Moving from the classic British writers about India (Kipling and Forster) to the contemporary voices of Salman Rushdie, R. K. Narayan, Anita Desai, Bapsi Sidhwa, Sarah Suleri, Vikram Seth, Bharati Mukherjee, and others, the course focuses on key experiences of empire, the partition of India and Pakistan, and diaspora. Themes of identity, memory, alienation, assimilation, and resistance, and of encountering and crossing boundaries, define culture, nation, and language in complex interrelations and link Indian English literature to writing in other colonial/post-colonial settings in Asia, Africa, and Latin America.

Readings in Contemporary Literary Theory
ENGL-UA 735  Prerequisite: Literary Interpretation (ENGL-UA 200). Offered every year. 4 points.
Topics vary from term to term.

Representations of Women
ENGL-UA 755  Identical to SCA-UA 734.
Prerequisite: Literary Interpretation (ENGL-UA 200). Offered every other year. 4 points.
Selected readings in British and American poetry and fiction provide the focus for an exploration of representations of gender as they intersect class, race, nation, and sexuality. Readings may include the work of Jane Austen, the Brontës, George Eliot, Elizabeth Barrett Browning, Virginia Woolf, Edith Wharton, Emily Dickinson, Kate Chopin, Willa Cather, Gertrude Stein, Lillian Hellman, Doris Lessing, Sylvia Plath, Adrienne Rich, and others.

Seminars
All majors must take one of the following courses to fulfill the seminar requirement.
These courses offer research, criticism, and class discussion in a seminar format. Topics and instructors vary from term to term. Students should consult the department’s online listing of courses to determine which courses and what topics are being offered each term. Prerequisites: Literary Interpretation (ENGL-UA 200), British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), and American Literature I (ENGL-UA 230), or permission of the instructor.

Topics: Medieval Literature
ENGL-UA 950  Identical to MEDI-UA 953. 4 points.
Topics: Renaissance Literature
ENGL-UA 951  Identical to MEDI-UA 954. 4 points.
Topics: 17th-Century British Literature
ENGL-UA 952  Identical to MEDI-UA 955. 4 points.
Topics: 18th-Century British Literature
ENGL-UA 953  4 points.
Topics: 19th-Century British Literature
ENGL-UA 954  4 points.
Topics: 20th-Century British Literature
ENGL-UA 955  4 points.
Topics: Early American Literature
ENGL-UA 960  4 points.
Topics: 19th-Century American Literature
ENGL-UA 961  4 points.
Topics: 20th-Century American Literature
ENGL-UA 962  4 points.
Topics: African American Literature  
ENGL-UA 963  4 points.

Topics: Emergent American Literatures  
ENGL-UA 964  4 points.

Topics: Transatlantic Literature  
ENGL-UA 965  4 points.

Topics: Critical Theories and Methods  
ENGL-UA 970  4 points.

Topics: Dramatic Literature  
ENGL-UA 971  4 points.

Topics: Genre Studies  
ENGL-UA 972  4 points.

Topics: Interdisciplinary Study  
ENGL-UA 973  4 points.

Topics: Poetry and Poetics  
ENGL-UA 974  4 points.

Topics: World Literature in English  
ENGL-UA 975  4 points.

Topics: New York Literature and Culture  
ENGL-UA 976  4 points.

Honors Courses

Senior Honors Thesis  
ENGL-UA 925  Prerequisites: successful completion of the senior seminar (see course numbers under “Honors Program”) and permission of the director of undergraduate studies. 4 points.

To complete the honors program, the student must write a thesis under the supervision of a faculty director in this individual tutorial course. The student chooses a topic (normally at the beginning of the senior year) and is guided through the research and writing by weekly conferences with the thesis director. Students enrolled in this course are also expected to attend a yearlong colloquium for thesis writers (ENGL-UA 926). Students should consult the director of the honors program about the selection of a topic and a thesis director. Information about the length, format, and due date of the thesis is available on the department’s website.

Senior Honors Colloquium  
ENGL-UA 926  Prerequisites: successful completion of the senior seminar (see course numbers under “Honors Program”) and permission of the director of undergraduate studies. 2 or 4 points.

Two terms required of all honors seniors. Meets approximately eight times each term.

Internship

Internship  
ENGL-UA 980, 981  Prerequisite: for majors, permission of the student’s departmental adviser; for minors, permission of the department’s internship director. May not be used to fulfill the minimum requirements of either the major or the minor. Graded pass/fail. 2 or 4 points per term; 8 total internship points are the department maximum.

Requires a commitment of 8 to 12 hours of work per week in an unpaid position to be approved by the director of undergraduate studies. The intern’s duties on-site should involve some substantive aspect of literary work, whether in research, writing, editing, or production (e.g., at an archive or publishing house, or with a literary agent or an arts administration group). A written evaluation is solicited from the intern’s supervisor at the end of the semester. The grade for the course is based on a final paper submitted to the faculty director.

Independent Study

Independent Study  
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 either the major or the minor. 2 or 4 points per term.

Requires a paper of considerable length that should embody the result of a semester’s reading, thinking, and frequent conferences with the student’s director. The paper should show the student’s ability to investigate, collect, and evaluate material, finally drawing conclusions that are discussed in a sound and well-written argument. Proposals, approved by the student’s faculty director, must be submitted to the director of undergraduate studies in advance of the registration period for the term in which the independent study is to be conducted.

Graduate Courses Open to Undergraduate English Majors

Junior and senior English majors may take 1000-level 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 Program in Environmental Studies aims to provide students with the breadth of understanding and skills necessary for resolving environmental questions and creating a sustainable future on scales ranging from local to global. It does so through integrated, problem-oriented study and a broad range of courses across disciplines and schools. The program draws on NYU’s strong faculty base in the Faculty of Arts and Science (FAS), such as in the Departments of Biology and Philosophy, the Center for Atmosphere Ocean Science (CAOS, Courant Institute of Mathematical Sciences/FAS), the Center on Environmental and Land Use Law (School of Law), the M.A. Program in Bioethics: Life, Health, and Environment (GSAS), and the Environmental Conservation Education program (Steinhardt School of Culture, Education, and Human Development), as well as in the Wagner Graduate School of Public Service, the Stern School of Business, the Gallatin School of Individualized Study, and the School of Medicine, reflecting the wide-ranging expertise and concerns of the program.

The program offers opportunities to develop interests in a number of areas, including environmental science; environmental values, policy, and law; earth system science; public health; urban environmental problems; climate change; energy systems; environmental monitoring; environmental justice; and our complex relations with both domesticated and wild nature.

### Major

The Program in Environmental Studies offers a major and minor in environmental studies. The major includes four core courses:

- Environmental Systems Science (ENVST-UA 100), an introductory environmental science course
- Environment and Society (ENVST-UA 101), an introductory environment and society course
- Internship in Environmental Studies (ENVST-UA 800), taken during the junior year
- Environmental Studies Capstone Seminar (ENVST-UA 900), taken during the senior year

Students can choose one of two tracks in the major: environmental science or environmental values and society.

**Environmental Science Track**

To complete a major in environmental studies in the environmental science track, students must satisfy the following requirements:
PROGRAM IN ENVIRONMENTAL STUDIES

1. Receive a C or better in the following four core courses (16 points):
   - Environmental Systems Science (ENVST-UA 100)
   - Environment and Society (ENVST-UA 101)
   - Internship in Environmental Studies (ENVST-UA 800)
   - Environmental Studies Capstone Seminar (ENVST-UA 900)

2. Complete the specific requirements for the environmental science track. To complete this track, students must satisfy the following three requirements:
   - Receive a C or better in three electives (12 points) on the environmental science distribution list (see below). Only one of these can be at the 200 level.
   - Receive a C or better in one elective (3 or 4 points) on the environmental values and society distribution list (see below)
   - Satisfy the requirements for a minor in one of the following subjects: biology (environmental biology, genetics, molecular and cell biology, or genomics and bioinformatics), chemistry, physics, mathematics, psychology, computer science, computer applications, or computer science and mathematics. A major in biology, chemistry, physics, mathematics, computer science, computer science and mathematics, economics and mathematics, or biochemistry will also count as fulfilling this requirement.

Environmental Values and Society Track
To complete a major in environmental studies in the environmental values and society track, students must satisfy the following requirements:

1. Receive a grade of C or better in the following four core courses (16 points):
   - Environmental Systems Science (ENVST-UA 100)
   - Environment and Society (ENVST-UA 101)
   - Internship in Environmental Studies (ENVST-UA 800)
   - Environmental Studies Capstone Seminar (ENVST-UA 900)

2. Complete the specific requirements for the environmental values and society track. To complete this track, students must satisfy the following three requirements:
   - Receive a C or better in three electives (typically 12 points) on the environmental values and society distribution list (see below)
   - Receive a C or better in one elective (4 points) on the environmental science distribution list (see below)
   - Satisfy the requirements for a minor in one of the following subjects: anthropology, business studies, economic policy, economic theory, history, metropolitan studies, philosophy, politics, psychology, sociology, and studio art. A major in anthropology, economics, history, journalism, metropolitan studies, philosophy, politics, psychology, and sociology will also count as fulfilling this requirement.

Please note that requirements for majors and minors may change. A course cannot satisfy more than one requirement for the environmental studies major.
### Environmental Science Distribution List

Please note that courses are not necessarily offered every year and may carry prerequisites.

#### UNDERGRADUATE COURSES

- **Evolution of the Earth** (Environmental Studies; cross-listed in Biology as BIOL-UA 2)
  - ENVST-UA 210  4 points.

- **Climate Change** (Environmental Studies)
  - ENVST-UA 226  4 points.

- **Topics in Environmental Science** (Environmental Studies)
  - ENVST-UA 250  4 points.

- **Where the City Meets the Sea: Studies in Coastal Urban Environment** (Environmental Studies; cross-listed in Biology as BIOL-UA 140)
  - ENVST-UA 275  4 points.

- **Advanced Topics in Environmental Science** (Environmental Studies)
  - ENVST-UA 300  4 points.

- **Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution** (Environmental Studies; cross-listed in Biology as BIOL-UA 332)
  - ENVST-UA 332  4 points.

- **Limits of the Earth: Issues in Human Ecology** (Environmental Studies)
  - ENVST-UA 333  4 points.

- **Earth System Science** (Environmental Studies)
  - ENVST-UA 340  4 points.

- **Energy and the Environment** (Environmental Studies)
  - ENVST-UA 350  4 points.

- **Fundamental Dynamics of Earth's Atmosphere and Climate** (Environmental Studies; cross-listed in Mathematics as MATH-UA 228)
  - ENVST-UA 360  4 points.

- **Biogeochemistry of Global Change** (Environmental Studies; cross-listed in Biology as BIOL-UA 66)
  - ENVST-UA 370  4 points.

- **At the Bench: Ecological Analysis with Geographic Information Systems** (Environmental Studies; cross-listed in Biology as BIOL-UA 64)
  - ENVST-UA 372  4 points.

- **Special Topics in Geophysical Fluid Dynamics** (Environmental Studies; cross-listed in Physics as PHYS-UA 800)
  - ENVST-UA 380  4 points.

- **Field Laboratory in Ecology** (Biology)
  - BIOL-UA 16  4 points.

- **Introduction to Ecology** (Biology)
  - BIOL-UA 63  4 points.

#### GRADUATE COURSES

- **Environmental Health** (Environmental Health Science)
  - EHSC-GA 1004  4 points.

- **Ecotoxicology: Hudson River Case Study** (Environmental Health Science; cross-listed in Biology as BIOL-GA 1005)
  - EHSC-GA 1005  4 points.

- **Toxicology** (Environmental Health Science; cross-listed in Biology as BIOL-GA 1006)
  - EHSC-GA 1006  4 points.

- **Weather, Air Pollution, and Health** (Environmental Health Science)
  - EHSC-GA 1010  4 points.

- **Aerosol Science** (Environmental Health Science)
  - EHSC-GA 2033  4 points.

- **Radiological Health** (Environmental Health Science)
  - EHSC-GA 2301  4 points.

- **Global Issues in Environmental Health** (Bioethics; cross-listed in Environmental Health Science as EHSC-GA 1011)
  - BIOE-GA 1011  4 points.

- **Global Environmental Health** (Wagner)
  - GPH-GU 2153  4 points.
Environmental Values and Society Distribution List

Please note that courses are not necessarily offered every year and may carry prerequisites.

UNDERGRADUATE COURSES

Ethics and the Environment (Environmental Studies; cross-listed in Philosophy as PHIL-UA 53)
ENVST-UA 400 4 points.

Economics and the Environment (Environmental Studies)
ENVST-UA 410 4 points.

Environmental History of the Early Modern World (Environmental Studies; cross-listed in History as HIST-UA 115)
ENVST-UA 415 4 points.

Environmental History of New York City (Environmental Studies; cross-listed in History as HIST-UA 275)
ENVST-UA 420 4 points.

History of Ecology and Environmentalism (Environmental Studies)
ENVST-UA 425 4 points.

Education and the Environment (Environmental Studies; cross-listed in Animal Studies as ANST-UA 440)
ENVST-UA 430 4 points.

Food, Animals, and the Environment (Environmental Studies)
ENVST-UA 440 4 points.

Topics in Environmental Values and Society (Environmental Studies)
ENVST-UA 450 4 points.

European Environmental Policy (Environmental Studies)
ENVST-UA 460 4 points.

Climate and Society
ENVST-UA 470 4 points.

Journalism and Society: Covering the Earth (Environmental Studies; cross-listed in Journalism as JOUR-UA 503)
ENVST-UA 503 4 points.

Readings in Contemporary Literary Theory: Eco Criticism (Environmental Studies; cross-listed in English as ENGL-UA 735)
ENVST-UA 510 4 points.

Animals and Society (Environmental Studies; cross-listed in Animal Studies as ANST-UA 200 and in Sociology as SOC-UA 970)
ENVST-UA 610 4 points.

Animals and Public Policy (Environmental Studies; cross-listed in Animal Studies as ANST-UA 500)
ENVST-UA 630 4 points.

Environment and Society (Environmental Studies; taught at NYU in Berlin)
ENVST-UA 9101 4 points.

Topics in Environmental Values and Society: EU Environmental Policy (Environmental Studies; taught at NYU in Berlin)
ENVST-UA 9450 4 points.

Topics in Environmental Values and Society: Environment and Environmental Policies in Central and Eastern Europe (Environmental Studies; taught at NYU in Prague)
ENVST-UA 9450 4 points.

Topics in Environmental Values and Society: Chinese Environmental Governance (Environmental Studies; taught at NYU in Shanghai)
ENVST-UA 9450 4 points.

Topics in Environmental Values and Society: The City and the Environment of Modern China (Environmental Studies; cross-listed in East Asian Studies as EAST-UA 9095; taught at NYU in Shanghai)
ENVST-UA 9450 4 points.

Environmental Design: Issues and Methods (Art History)
ARTH-UA 672 4 points.

Economics of Energy (Economics)
ECON-UA 326 4 points.

Topics: American Environmental History (History)
HIST-UA 750 4 points.

Cities in a Global Context (Social and Cultural Analysis)
SCA-UA 602 4 points.

Urban Environmentalism (Social and Cultural Analysis)
SCA-UA 631 4 points.

Topics in Metropolitan Studies: Cultural Politics of Sustainable Cities (Social and Cultural Analysis)
SCA-UA 680 4 points.

Disease and Civilization (Gallatin)
IDSEM-UG 1059 4 points.
PROGRAM IN ENVIRONMENTAL STUDIES

The Darwinian Revolution (Gallatin)
IDSEM-UG 1156 4 points.

A Sense of Place (Gallatin)
IDSEM-UG 1181 4 points.

Ecology and Environmental Thought (Gallatin)
IDSEM-UG 1298 4 points.

Rethinking Science (Gallatin)
IDSEM-UG 1328 4 points.

History of Environmental Science (Gallatin)
IDSEM-UG 1566 4 points.

Energy (Gallatin)
IDSEM-UG 1575 4 points.

Nature, Resource, and the Human Condition: Perspectives on Environmental History (Gallatin)
IDSEM-UG 1602 4 points.

Green History from Geddes to Gore (Gallatin)
IDSEM-UG 1627 4 points.

Think Big: Global Issues and Ecological Solutions (Gallatin)
IDSEM-UG 1628 4 points.

Ecological Transport, Infrastructure, and Building Design (Gallatin)
IDSEM-UG 1633 4 points.

Environment and Development in Africa (Gallatin)
IDSEM-UG 1648 4 points.

Environmental Psychology: Place and Behavior (Gallatin)
IDSEM-UG 1656 4 points.

Green Design (Gallatin)
ARTS-UG 1616 4 points.

The Urban Environment: Design, Planning, and Public Services (Gallatin)
ARTS-UG 1620 4 points.

Green Design and Planning (Gallatin)
ARTS-UG 1623 4 points.

Advanced Architectural Drawing and Design (Gallatin)
ARTS-UG 1624 4 points.

Good Design: Habitation (Gallatin)
ARTS-UG 1627 4 points.

Interdisciplinary Projects: Environmental Art Activism (Steinhardt)
ART-UE 1022 3 points.

Introduction to Global Public Health (Steinhardt)
PUHE-UE 1310 3 points.

Environmental Art Activism (Steinhardt)
ART-UE 1983 3 points.

Business and the Environment (Stern)
ECON-UB 225 4 points.

Honors Seminar: Performing Beyond the Human: Ecology, Animal Rites, Theater (Tisch)
THEA-UT 801 4 points.

GRADUATE COURSES

Advanced Introduction to Environmental Ethics (Bioethics)
BIOE-GA 1006 4 points.

History of Environmental Art, Architecture/Design (Gallatin)
ELEC-GG 2622 4 points.

International Environmental Governance: Education, Advocacy & NGOs (Steinhardt—Environmental Conservation Education)
ENYC-GE 2015 3 points.

Foundations of Environmental Thought (Steinhardt—Environmental Conservation Education)
ENYC-GE 2019 3 points.

Contemporary Debates in Environmental Ethics (Steinhardt—Environmental Conservation Education)
ENYC-GE 2020 3 points.

Environmental Politics (Steinhardt—Environmental Conservation Education)
ENYC-GE 2021 3 points.

Environmental Education: Theory and Practice (Steinhardt—Environmental Conservation Education)
ENYC-GE 2022 3 points.

Field Studies in Ecology at Black Rock Forest (Steinhardt—Environmental Conservation Education)
ENYC-GE 2032 3 points.

Environmental Education (Steinhardt—Environmental Conservation Education)
ENYC-GE 2070 3 points.

Topics in Visual Culture and Cultural Studies: Modernity and Climate Change (Steinhardt—Media, Culture, and Communication)
MCC-UE 2400 3 points.

Urbanization in Developing Countries (Wagner)
INTL-GP 2237 4 points.
Environmental Policy and Sustainable Development (Wagner)
INTL-GP 2252 4 points.

Ecoleadership: The Public Role of the Private Sector in Building Sustainable Societies (Wagner)
PADM-GP 2234 4 points.

Current Issues in Environmental Policy (Wagner)
PADM-GP 2466 4 points.

Environmental Economics (Wagner)
PADM-GP 2472 4 points.

Urban Planning, Development, and Decision Making (Wagner)
URPL-GP 1603 4 points.

Land Use Law: Planning Perspective (Wagner)
URPL-GP 1605 4 points.

Risk Management in Environmental Health and Protection (Wagner)
URPL-GP 2126 4 points.

Environmental Law (Wagner)
URPL-GP 2127 4 points.

Transportation Policy (Wagner)
URPL-GP 2470 4 points.

Environmental Impact Assessment (Wagner)
URPL-GP 2610 4 points.

Adapting the Physical City (Wagner)
URPL-GP 2612 4 points.

Sustainable Cities in a Comparative Perspective (Wagner)
URPL-GP 2613 4 points.

Environment and Urban Dynamics (Wagner)
URPL-GP 2615 4 points.

Workshop in Environmental Planning-Urban Waterfront (Wagner)
URPL-GP 2625 4 points.

Urban Transportation Planning (Wagner)
URPL-GP 2641 4 points.

Water Sourcing and Delivery in an Era of Climate Change (Wagner)
URPL-GP 2666 4 points.

Honors
Students who receive a GPA over 3.65 in the major and overall and complete the Honors Seminar in Environmental Studies (ENVST-UA 950) will graduate with departmental honors.

Minor
To complete a minor in Environmental Studies, a student must receive a C or better in five courses (20 points): Environmental Systems Science (ENVST-UA 100), Environment and Society (ENVST-UA 101), and three electives chosen from the distribution lists.

Core Courses

Environmental Systems Science
ENVST-UA 100  Offered in the fall. Killilea, Volk. 4 points.
A comprehensive survey of critical issues in environmental systems science, focusing on human population; the global chemical cycles; ecosystems and biodiversity; endangered species and wildlife; nature preserves; energy flows in nature; agriculture and the environment; energy systems from fossil fuels to renewable forms; earth's waters; earth's atmosphere; carbon dioxide and global warming; urban environments; wastes; and paths to a sustainable future. This course is a gateway to the environmental studies major and minor, and one of its core courses. It covers a very significant amount of demanding material, to prepare students for upper-level courses. This course is challenging, and students should expect a steep learning curve. Teaching assistants are available to help students along the way.

Environment and Society
ENVST-UA 101  Offered in the spring. Jerolmack, Rademacher. 4 points.
A systematic survey of central concepts and issues relating to environment and society, including environmental history and concepts of nature and the environment; the rise of environmentalism; environmental skepticism; anthropogenic global change; population and consumption, ecological footprint analysis, and other environmental indicators; environmental justice; public goods and collective action problems; regulatory regimes; environmental politics; environmental movements; environmental
values; environmental protest and disobedience; and the future of environmentalism. This course is a gateway to the environmental studies major and minor, and one of its core courses. It covers a very significant amount of demanding material, to prepare students for upper-level courses. This course is challenging, and students should expect a steep learning curve. Teaching assistants are available to help students along the way.

**Internship in Environmental Studies**
ENVST-UA 800  
Offered every semester. Schlottmann. 4 points.

The internship, which is only completed during the junior year, prepares students for their professional lives by providing them with experience in environment-related organizations such as nonprofits, research institutes, and governmental organizations. At the beginning of the internship, students and the internship adviser agree to a learning contract that establishes specific goals and a schedule for achieving them. Interns meet collectively during the semester to share their experiences and present brief reports.

**Environmental Studies Capstone Seminar**
ENVST-UA 900  
Prerequisite: Internship in Environmental Studies (ENVST-UA 800). Offered every semester. 4 points.

A problem-based, project-oriented, required course for senior environmental studies majors. Students work collaboratively on a current environmental problem. Tasks include characterizing the problem, analyzing possible solutions, and publicly presenting the results. Sample topics include Air Pollution and Biofuels in New York City, Greening NYU, Greening New York City’s Transportation, Greening the Gowanus Canal, Stormwater Management, and Beyond Manahattan: Historical Ecology of NYC.

**Honors Seminar in Environmental Studies**
ENVST-UA 950  
Prerequisites: Environmental Systems Science (ENVST-UA 100), Environment and Society (ENVST-UA 101), Internship in Environmental Studies (ENVST-UA 800), senior standing, and a GPA over 3.65 both in Environmental Studies courses and overall. Offered in the spring. Radenacher. 4 points.

An advanced course for environmental studies majors in the honors track. Students pursue independent, high-level research projects and workshop them in the seminar under the supervision of a core faculty member. Projects can be continuations of work performed in the Capstone Seminar (ENVST-UA 900).

**Electives**

**Evolution of the Earth**
ENVST-UA 210  
Identical to BIOL-UA 2.

*Restriction: Students can take only one 200-level science elective toward their science track. Offered in the spring. Rampino. 4 points.*

Covers the geological and biological history of the earth, including the cosmic context of earth history, the large-scale structure of the universe, the history of the universe, the origins of stars and planets, and the Goldilocks problem, or why the earth is habitable. Major topics include the origin of the earth, highlights in the development of the planet, the geological history of the earth, and the record of the earth’s climate over various time scales. Also covers the history of life on the earth; the origin of life; evolution and natural selection; the evolution of life from simple forms to complex organisms; and the origin of intelligence on the earth and possibly elsewhere in the universe. The principles and methods by which we reconstruct earth history and the evolution of life are stressed.

**Climate Change**
ENVST-UA 226  
Restriction: Students can take only one 200-level science elective toward their science track. Offered in the spring. Soter. 4 points.

Equips students with the basic scientific and historical background needed to understand the causes and consequences of global warming and the proposed solutions. Topics include the nature of energy and fossil fuels; the growth of population and energy consumption per capita; weather and climate; ice ages and their astronomical cause; the greenhouse effect; evidence for abrupt climate changes in the past and their human impact; modeling and prediction of climate change; and the environmental and social consequences of unchecked global warming. Explores a range of proposed solutions, their potential capacities and limitations, and their costs and benefits. These solutions include renewable energy technologies, increased efficiency of energy use, storage and transport, carbon regulation, nuclear energy, and “advanced” technologies. Critically reviews the scientific and public debates on global warming.

**Topics in Environmental Science**
ENVST-UA 250  
Restriction: Students can take only one 200-level science elective toward their science track. Offered every year. 4 points.

An introductory course that examines topics in environmental science. It considers a range of topics, including environmental systems, design, planning,
monitoring, and modeling. Topics will vary from semester to semester.

**Where the City Meets the Sea: Studies in Coastal Urban Environments**

ENVST-UA 275  
Identical to BIOL-UA 140.
Restriction: Students can take only one 200-level science elective toward their science track. Offered in the spring. Killilea. 4 points.

Over half of the human population lives within 100 km of a coast, and coastlines contain more than two-thirds of the world’s largest cities. As a result, the world’s natural coastal environments have been substantially modified to suit human needs. This course uses the built and natural environments of coastal cities as laboratories to examine the environmental and ecological implications of urban development in coastal areas. Using data from multiple coastal cities, student teams will use field-based studies and Geographic Information System (GIS) data to examine patterns and processes operating in coastal cities. This course uses the local terrestrial, marine, and built environments as a laboratory to address these issues, and team projects requiring field work form a core component of the learning experience. As part of the NYU Global Network University initiative, this course is being offered simultaneously in New York and Abu Dhabi, and students collaborate extensively with students from their sister campus through the duration of this course.

**Advanced Topics in Environmental Science**

ENVST-UA 300  
Prerequisite: Environmental Systems Science (ENVST-UA 100). Offered every year. 4 points.

An advanced course that examines topics in environmental science. It considers a range of topics, including environmental systems, design, planning, monitoring, and modeling. Topics will vary from semester to semester.

**Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution**

ENVST-UA 332  
Identical to BIOL-UA 332.  
Prerequisite: Earth Systems Science (ENVST-UA 340) or Evolution of the Earth (ENVST-UA 210), and permission of the instructor. Offered in the spring. Rampino. 4 points.

Scientific discovery is an ongoing process, and important new findings relevant to earth system science and the evolution of life are continually reported in scientific journals. For each new scientific discovery, students read, discuss, and report on original recent journal articles (as well as articles that take conflicting views) and texts that review the subject matter as already known. The goal is to give students an understanding of the dynamic nature of scientific knowledge and a deeper understanding of current questions in earth system science and biological evolution.

**Limits of the Earth: Issues in Human Ecology**

ENVST-UA 333  
Prerequisite: Environmental Systems Science (ENVST-UA 100). Volk. 4 points.

The growing intensity of the interaction between humanity and the natural systems of earth is leading us to a future in which we must better understand the dynamics of nature’s life-support systems and the past, present, and future of our dependency on those systems. Topics covered include energy, agriculture, water, population, consumption and waste production, and indicators of sustainability. This is an inquiry-based course. There are overviews of the main topics and then student-initiated investigations of specific, focused aspects of those topics.

**Earth System Science**

ENVST-UA 340  
Formerly ENVST-UA 200. Offered in the fall. Rampino. 4 points.

Examines our current view of the earth, in its cosmic setting, as a system involving interactions among the atmosphere, oceans, solid earth, and life. Emphasis is placed on the dynamics and evolution of these systems over time and predictions for the future. The subject matter includes new observations from space; geophysics and plate tectonics; the circulation of the oceans and atmosphere; cycles of elements essential for life; the coevolution of climate and life on earth over the past 4,500 million years; and the Gaia hypothesis. Emphasis on current global environmental problems, such as the greenhouse effect from increasing atmospheric carbon dioxide and other gases, the effects of deforestation, and the depletion of the stratospheric ozone layer.

**The Global Carbon Cycle**

ENVST-UA 345  
Prerequisite: Environmental Systems Science (ENVST-UA 100). Killilea, Volk. 4 points.

The most colossal environmental perturbation in human history is in the air: CO₂ is rising. This course provides a look at fossil-fuel-generated CO₂ and the carbon cycle that is both detailed and big-picture in scope. We examine the dynamics of marine and terrestrial ecosystems, the circulation of atmosphere and ocean, and the soil. To project the future of atmospheric CO₂, we also examine relationships among wealth, energy use, and CO₂ emissions and explore how the emissions are tied...
Energy and the Environment
ENVST-UA 350 Prerequisite: Environmental Systems Science (ENVST-UA 100). Offered in the spring. Rugg, Soter. 4 points.
Provides a comprehensive overview of major topics in energy generation and their impact on our environment. The course is technical and requires an understanding of the vocabulary of energy, including the concepts of work, energy, and power. Some basic chemistry and thermodynamics are introduced, permitting students to perform comparative analysis of energy systems. An introduction to life-cycle cost estimation is included, and associated environmental-impact calculations for energy systems are presented.

Fundamental Dynamics of Earth's Atmosphere and Climate
ENVST-UA 360 Identical to MATH-UA 228. Prerequisite: Calculus I (MATH-UA 121) or equivalent with a B- or higher. Recommended: General Physics I (PHYS-UA 11). Smith. 4 points.
An introduction to the dynamical processes that drive the circulation of the atmosphere and ocean, and their interaction. This is the core of climate science. Lectures are guided by consideration of observations and experiments, but the goal is to develop an understanding of the unifying principles of planetary fluid dynamics. Topics include the global energy balance, convection and radiation (the greenhouse effect), effects of planetary rotation (the Coriolis force), structure of the atmospheric circulation (the Hadley cell and wind patterns), structure of the oceanic circulation (wind-driven currents and the thermohaline circulation), and climate and climate variability (including El Niño and anthropogenic warming).

Biogeochemistry of Global Change
ENVST-UA 370 Identical to BIOL-UA 66. Prerequisite: Environmental Systems Science (ENVST-UA 100), or Principles of Biology I (BIOL-UA 11 or BIOL-UA 13 [Honors] or BIOL-UA 9011 [London]) and Principles of Biology II (BIOL-UA 12 or BIOL-UA 14 [Honors] or BIOL-UA 9012 [London]), or permission of the instructor. Killilea. 4 points.
Biogeochemistry is the study of biological controls on the chemistry of the environment and geochemical regulation of ecological structure and function. This course introduces the fundamental principles of biogeochemistry. Additionally, we utilize the scientific literature from peer-reviewed journals to explore specific case studies on the global change of biogeochemistry (e.g., acid precipitation, nitrogen deposition, eutrophication of the oceans) from the field of biogeochemistry.

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 I (BIOL-UA 11 or BIOL-UA 13 [Honors] or BIOL-UA 9011 [London]) and Principles of Biology II (BIOL-UA 12 or BIOL-UA 14 [Honors] or BIOL-UA 9012 [London]), or permission of the instructor. Killilea. 4 points.
Being able to organize and analyze ecological data is an essential research tool. Geographic information systems (GIS) are computerized systems for the capture, storage, management, analysis, and display of geographically referenced data and their attributes. Students learn the basic principles and applications of GIS, including coordinate systems, data transformations, spatial analysis, and accuracy assessment. Laboratory exercises use ecological data and examples to 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, Sachs. 4 points.
Environmental philosophy is a large subject that involves questions in metaphysics, the philosophy of science, and the history of philosophy, as well as in such normative areas as ethics, aesthetics, and political philosophy. This course is primarily devoted to these normative areas. Beginning with some basic concepts in value theory, the goal is not to arrive at definite solutions to specific environmental problems, but rather to improve students’ ability to think critically, read closely, and argue well about environmental issues. The course also introduces students to some major controversies in environmental philosophy. The ultimate aim is to aid students in arriving at their own rational, clear-minded views about the matters under discussion.
Economics and the Environment
ENVST-UA 410  Offered in the spring. Damon. 4 points.
Students study how the earth’s scarce resources are allocated by individuals and society, and how economic tools can contribute toward solutions to environmental challenges. Broad concepts considered include market failure; sustainability; valuation of social benefits provided by the environment; estimating social costs and benefits of alternate environmental policies; determining desirable levels of pollution control and choosing policies to achieve it; and managing natural resources, both renewable (e.g., forests, fisheries, and water) and nonrenewable (e.g., oil and minerals). The course format consists of lectures, discussions, and group projects.

Environmental History of the Early Modern World
ENVST-UA 415  Identical to HIST-UA 115. Appuhn. 4 points.
From the perspective of environmental history, the early modern period (ca. 1500–1800) marks a moment of sudden and unprecedented global transformation. Rising core populations created increasing demand for food and natural resources, which in turn led to major alterations to the landscape as states and individuals sought to derive greater benefits from nature. This course analyzes the ways in which this process unfolded in different parts of the world, while familiarizing students with basic problems in environmental history, including the changing human relationship to the natural world, the relationship between environmental change and human societies, and the importance of biotic exchange in world history. The course is divided into two parts. In the first part, we consider what can be called the “Eurasian Advantage” or “Biological Conquest Model” made popular by Jared Diamond. In the second part, we consider parallel developments in other parts of the world that cast doubt on this account.

Environmental History of New York City
ENVST-UA 420  Identical to HIST-UA 275. Needham. 4 points.
This course investigates topics in the environmental history of New York City from the 17th century to the present. Environmental history is a relatively new field of history that attempts to take nature and natural forces seriously as key components of historical change. Through readings, site visits, and writing assignments, the course introduces students to the field of environmental history and investigates the history of our immediate environment. As a history-department workshop, the course also introduces students to the key elements of the discipline of history: finding and reading articles, conducting research, and evaluating primary and secondary sources.

History of Ecology and Environmentalism
ENVST-UA 425  Offered in the fall. Anker. 4 points.
Students trace the history of ecology and environmentalism back to natural history collected in the 18th century. The global history of ecological concern stays at the center of this course, which discusses environmental worries in the British, German, Scandinavian, African, and American contexts in subsequent centuries. The chief focus is on more recent U.S. experience in trying to deal with pollution, asthma, and global warming, among other issues. Various ecological understandings of human philosophy, race, gender, fear, religion, sociology, and economy are subject to critical discussion. Readings include texts by scientists such as Carolus Linnaeus, Arthur Tansley, and Julian Huxley, as well as social and philosophical writings of authors such as H. G. Wells, John Muir, Jan Smuts, and Arne Naess.

Education and the Environment
ENVST-UA 430  Schlottmann. 4 points.
This course (1) discusses major topics and schools of thought in environmental education, (2) analyzes the ethical, practical, and conceptual implications of this, and (3) assesses these various approaches for clarity and practicality. Students address four primary questions: What forms does environmental education take? What values inform environmental education? What might an ethically defensible, effective form of environmental education look like? How much do concepts and arguments matter in better understanding and implementing environmental education? The course aims to advance our integrative and practical thinking about complex and multifaceted environmental topics, as well as to understand environmental values as they relate to education.

Food, Animals, and the Environment
ENVST-UA 440  Identical to ANST-UA 440. Offered in the spring. Schlottmann. 4 points.
Students study human interaction with both food and animals, as well as the environmental impacts and ethical issues that arise from such interaction. Focus is on the moral standing of animals, animals as food, and the environmental impacts of agriculture, transportation, and consumption. The course
also surveys major thinkers in the field, including Michael Pollan, Peter Singer, Jim Mason, Wendell Berry, David Foster Wallace, Jonathan Safran Foer, and Martha Nussbaum. Students engage in collaborative research projects, and we hope to schedule field trips to local agricultural sites.

**Topics in Environmental Values and Society**

**ENVST-UA 450**  
Prerequisite: *Environment and Society (ENVST-UA 101)* or permission of the instructor. Offered every semester. Anker, Dannon, Rademacher, Sach, Schlettmann. 4 points.

An intermediate course for students in the major or minor in environmental studies in the environmental values and society track. The aim of the course is to advance understanding of a specific topic concerning the social aspects of environmental problems. Familiarity with social aspects of environmental problems is assumed. Topics include Thinking Globally, Acting Locally; Economics and the Environment; History of Ecology and Environmentalism; Environmental Education; and Food and Animals.

**European Environmental Policy**

**ENVST-UA 460**  
Prerequisite: *Environment and Society (ENVST-UA 101)*. Offered in the fall. 4 points.

This course offers an introduction to European environmental policy. The European Union (EU) is often seen as a leader in environmental policy, and it is a major player in international environmental policy making. But how does the EU, a unique economic and political union of 27 states, actually make and implement environmental policy? In this course, we explore these questions by focusing on different aspects of European environmental policy. The first part provides a historic overview of the emergence and development of European environmental policy and law. Who are the central actors? Which institutions are involved in policy making? What are the basic regulation principles? The second part concentrates on the EU policy-making process, and on the implementation of environmental policy in the Member States. A third part deepens these aspects by discussing case studies such as the regulation of chemicals, waste management, air pollution, and GMO. A fourth part concentrates on challenges for European environmental policy and sets it into an international context: How to cope with the enlargement of the EU? What is EU Climate Change policy, and how does the European Emissions Trading System work?

**Climate and Society**

**ENVST-UA 470**  
Prerequisite: *Environment and Society (ENVST-UA 101)*. Recommended: *Climate Change (ENVST-UA 226)*. Offered in the fall. Schlettmann. 4 points.

An intermediate environmental studies elective about how societies understand and respond to climate change. We analyze the values, assumptions, and perceptions that contribute to our understanding of climate change. The main topics are: ethics, justice and responsibility; definitions of nature; cost-benefit analysis and the precautionary principle; geo-engineering; contrarianism; framing and communication; social engagement; and education. Central questions include: Is climate change a technical or social problem? What makes climate change uniquely challenging to understand and respond to? Which ethical and perceptual frameworks are best suited for both understanding and responding to climate change? Who is responsible, and what moral implications does this have? What assumptions about values, behavior, economics, and nature do we make when discussing climate change? How does climate change challenge our conceptions of nature, morality, society, and economics? Does climate change pose a special challenge to society, or does it simply amplify existing challenges?

**Journalism and Society: Covering the Earth (Journalism)**

**ENVST-UA 503**  
Identical to JOUR-UA 503.

Prerequisite: permission of the instructor. Fagin. 4 points.

As Web-based platforms increasingly dominate mass media, what specific forms should the “new” environmental journalism take? This course traces the development of traditional environmental journalism from John Muir to John McPhee and looks closely at how the field is adapting to a fast-changing media landscape. With the help of guests and timely readings, we confront thorny questions about environmental advocacy, citizen media, issue framing, risk balancing, and the scientific process. We produce stories that matter on the biggest news beat of all. This advanced seminar includes intensive journalistic writing assignments, as well as extensive readings for in-class discussion.

**Readings in Contemporary Literary Theory: Eco Criticism**

**ENVST-UA 510**  
Identical to ENGL-UA 735. Chaudhuri. 4 points.

An introduction to the emerging field of eco-criticism and an exploration of some of its main
questions, issues, methods, and texts. We trace the origins and development of key tropes of ecological thought—such as wilderness, pastoralism, pollution, and catastrophe—in literary and cultural texts ranging from the Sumerian *Epic of Gilgamesh* to the Hollywood eco-blockbuster *Avatar*. We apply the lenses of environment and species to classics like Euripides’ *The Bacchae*, Shakespeare’s *The Tempest*, and Thoreau’s *Walden*, as well as to works that exemplify new conjunctions between ecological thought and contemporary discourses on globalization, environmental justice, and queer theory, such as novels like *Animal’s People* by Indra Sinha and *Lives of the Animals* by J. M. Coetzee, and films like *Brokeback Mountain* and *The Yes Men Fix the World*.

**Animals and Society**

ENVST-UA 610  Identical to ANST-UA 200 and SOC-UA 970. Jerolmack. 4 points.

Analyzes the ways that animal and human lives intersect. Specifically, this course examines how relationships with animals both reflect and shape social life, culture, and how people think about themselves. We explore the myriad and contradictory positions that animals occupy in society (e.g., as pets, pests, mascots, and food) and deconstruct the social origins of these seemingly natural categories. (After all, one society’s pet is another society’s dinner.) We also take a grounded look at what actually happens when humans and animals interact, which sheds new light on the nature of human and animal consciousness and troubles some of the assumptions we make about the necessary role of language and symbols in interaction. Fundamentally, students learn how the roles that animals take on in our lives, and the ways that we think about and relate to them, are inherently social processes that are patterned by geography, culture, class, gender, and so on. Central questions include: How do ideas about, and relationships to, animals vary across time and space? What roles do science, literature, and media representations play in shaping how we think about animals? How and why did pets become honorary members of the American family? Why are some animals, but not others, granted moral status and legal protection in society? How do humans and animals coordinate interaction without language?

**Animals and Public Policy**

ENVST-UA 630  Identical to ANST-UA 500. No prerequisites. Offered in the fall. 4 points.

Provides an overview of public policy with respect to the somewhat contradictory treatment of animals by humans, with a focus on how public policy is created and how social change occurs. We consider what public policy consists of and what actors and factors play a role in the creation of public policy; how society views animals; the capacities of animals; how ethics relates to animal treatment; how animals are currently utilized by our society; and political and other efforts to improve or alter the current treatment of animals, including the influence of science, government, business, and nongovernmental organizations in defining and influencing animal-related policies. We focus on legislation, litigation, regulation, and ballot initiative and consumer campaigns and their effectiveness, as well as other strategies that relate to improving animal welfare. We also discuss the meaning of “animal rights” and the success and impact of the modern animal protection movement.
The Center for European and Mediterranean Studies offers an interdisciplinary major and minor in European and Mediterranean studies focusing on contemporary patterns of politics, culture, and society, as well as on historical developments in Europe. Both the major and minor are designed for students seeking preprofessional training for careers in international business and finance, diplomacy, international law, and cultural organizations dealing with Europe. Although open to all students, the minor is especially suited to majors in European languages, history, or the social sciences. The Center 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 center for diplomacy, finance, media, and cultural exchange, is an ideal setting for the Center and enriches its programs.

**FACULTY**

**2012–2013 Max Weber Chair for German and European Studies**
Lemke

**Professors**
Fleming (History), Schain (Politics), Wolff (History)

**Associate Professor**
Shaw (European and Mediterranean Studies/Philosophy)

**Assistant Professors/Faculty Fellows**
Mincyte (European and Mediterranean Studies), Santarelli (European and Mediterranean Studies)

**PROGRAM**

**Major**

With the help of the European and Mediterranean Studies adviser, students prepare a preliminary program outline at the time they declare their major. Although there are no formal tracks, courses are normally organized around the interests of a student in one of two ways: an emphasis on contemporary European and Mediterranean societies—their problems and policies; or an emphasis on contemporary European and Mediterranean cultures—their ideas, values, and artistic and literary trends. The program enables students to organize their courses around a practical or theoretical problem in contemporary European society or culture that is applicable to one or several countries. A typical problem might include such subjects as the changing impact of politics on culture and social cleavages; changing patterns of religious expression in Europe; literary expression and changing society in Europe; the European approach to urban problems; migration and ethnicity in Europe; equality and inequality in Europe; and democratic transition in Europe. The problem, for which the tools of several academic disciplines should be applicable, will be the basis for the major research project.

Ten 4-point courses beyond the introductory level that deal with Europe and the Mediterranean are required:

- Two courses in history
- Two courses in literature (preferably in the language of specialization)
- Two courses in the social sciences
- Two courses in philosophy, art history, or cinema studies
- One senior honors seminar in European studies
- One independent study during the final semester, for completion of the graded senior thesis

A sequence of courses might begin with two advanced history courses and two literature courses in the sophomore and/or junior years, followed by two social science and two philosophy, art history, and/or cinema studies courses. The interdisciplinary senior honors seminar should be taken during the first semester of the senior year. Majors are also required to complete at least one semester of study abroad. Students may petition the director of the center for exemption from this requirement.
Majors in European and Mediterranean studies must have or attain advanced-level knowledge of a major European language other than English (such as French, Spanish, Portuguese, Italian, German, Greek, or Russian). To demonstrate this knowledge, students must successfully complete an advanced-level language course. The alternative to this is to pass the College of Arts and Science (CAS) proficiency exam prior to graduation.

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 take five 4-point courses as follows: one course in modern European history; one course in European politics, anthropology, or economics; and three additional courses distributed across at least two of the following areas: modern European history; politics; anthropology; sociology; economics; Hebrew and Judaic studies; Hellenic studies; and Italian, French, German, or Spanish civilization. No more than two of these courses may focus on any one specific country. All course programs must be designed in consultation with the center's undergraduate program 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. In the graduate portion of the program, students can qualify for a scholarship that covers up to half of the tuition for the courses required for the M.A.

European and Mediterranean studies majors may apply for admission to the program after they have completed at least 48 points in the College, but not more than 96 credits or six semesters. Students apply for admission to the B.A./M.A. program through the CAS Advising Center. Applications are reviewed by the Graduate Admission Committee of the Center for European and Mediterranean Studies, using the normal criteria for the M.A. program, except that applicants are not required to take the GRE. The committee bases its decision on students' undergraduate records and recommendations of NYU instructors.

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

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

The graduate portion of the degree comprises three tracks—European politics and policy, European culture and society, and Mediterranean studies—and students must choose one of these by the beginning of their fifth year. Of the eight graduate courses, two are required: a graduate research seminar in European and Mediterranean Studies, as well as the introductory graduate course What Is Europe? (EURO-GA 2301). Students select six additional graduate courses in their chosen track. A 4-point internship, approved by the Center, is recommended.

Each student’s program is organized with his or her adviser at the time that the student enters the program. The first draft of the thesis is developed in the Undergraduate Research Seminar (EURO-UA 300), taken in the fall semester of the fourth year. The master's thesis may be a revision of this project and is further developed in the graduate Research Seminar (EURO-GA 3000), taken in the spring semester of the fifth year. The M.A. thesis or special project will be defended at an oral examination during the spring semester of the fifth year.

EUROSIM

EUROSIM is an annual model European Union simulation designed to enhance students’ classroom knowledge of the workings of a politically and economically integrated Europe. The simulation exercise models
the legislative procedure of the European Union from the introduction of a draft resolution by the European Commission to the acceptance (or rejection) of an amended document by the European Council.

Each year, New York State colleges and universities send a delegation of undergraduate students to EUROSIM to represent one of the member states of the European Union and the European Commission. The legislation on which delegates work is focused on one main theme chosen for its relevance to current European issues. Students individually play the roles of real-life government ministers, members of the European Parliament, and members of the Economic and Social Committee and the Committee of the Regions.

EUROSIM is held in alternating years in the United States and in Europe. In addition, several European universities send students to be part of their respective member-state delegations alongside the American students. In this way, U.S. students receive a “home-grown” perspective on the issues that they are debating.

COURSES

Europe Since 1945
EURO-UA 156  Identical to HIST-UA 156. 4 points.
See description under History.

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

History of Poland
EURO-UA 178  Identical to HIST-UA 178. Wolff. 4 points.
See description under History.

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.

Contemporary France
EURO-UA 288  Identical to FREN-UA 164. 4 points.
See description under French.

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.

Western European Politics
EURO-UA 510  Identical to POL-UA 510. 4 points.
See description under Politics.

Internship
EURO-UA 981  Prerequisite: permission of the department. Offered every semester. 4 points.
Advanced students of European and Mediterranean studies can earn academic credit for a structured and supervised professional work-learn experience within an approved organization.

Topics: European Governments and Societies
EURO-UA 983  4 points.
Examines the formation and functioning of modern European democracies, including the transitions in post-communist Europe; compares the role of governments, parties, and citizen participation in different countries in Europe; and studies the significance of the European Union and the role of nation-states within the Union.

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.

EUROSIM Seminar
EURO-UA 990  Offered every year. 4 points.
Teaches the politics and policy of the European Union to prepare students for the annual interuniversity simulation conference held in alternating years in Europe and in New York State.

Independent Study
EURO-UA 998  Prerequisite: permission of the department. Offered every semester. 4 points.

European Civil Society
EURO-UA 9530  Offered abroad. 4 points.
Explores the unique social space occupied by civil society in Europe and the role of civil society organizations in governance—the process by which governments and nongovernmental groups contend to steer, control, and influence charities, community and faith groups, social movements, trade unions, and nonprofit groups working to benefit the marginalized, socially excluded, and poor. Traces the roots of the concept of civil society over
two centuries of European political philosophy and analyzes its crucial role in the fundamental changes sweeping contemporary Europe—from the key role of civil society organizations in the democratic transformations of Eastern and Central European states over the past quarter century to their role in the increasingly complex (social, economic, ethnic, national, regional) dynamics of Western Europe and the European Union.
The Expository Writing Program (EWP) offers writing courses for undergraduates throughout the University, as well as tutorial help in the Writing Center for the entire University community. All students (except those in the Arthur O. Eve HEOP or C-Step program) must complete Writing the Essay (EXPOS-UA 1, or EXPOS-UA 5 for Tisch School of the Arts students). Special sections of EXPOS-UA 1 are offered and vary by semester. These include sections for science students, sections in selected residence halls, and sections linked to the Morse Academic Plan (MAP) Text and Ideas requirement. Students in the College of Nursing, Silver School of Social Work, and Steinhardt School of Culture, Education, and Human Development must complete a second semester of writing. The Advanced College Essay: Education and the Professions (ACE-UE 110); students in Tisch must complete The World Through Art (ASPP-UT 2) as their second term of writing.

International students may be eligible to complete their expository writing requirement with the sequence International Writing Workshop I and II (EXPOS-UA 4 and 9). HEOP/C-Step students take Writing I and II (WRI-UF 1001 and 2002). Writing Tutorial (EXPOS-UA 13) provides additional work in writing for students across the University.

The program is nationally recognized for faculty development and innovative teaching. Faculty members regularly present their ideas at national conferences for writing teachers and conduct writing workshops throughout the world.

**COURSES**

**Writing the Essay**
EXPOS-UA 1  Required of all College of Arts and Science, Stern, Steinhardt, Nursing, and Silver School of Social Work freshmen and transfer students who have not completed an equivalent course at another college. Special tracks are offered (one focused on science, one linked to MAP Texts and Ideas, and several in the residence halls) and require permission from EWP. No exemptions. May not be taken on a pass/fail basis. 4 points.

The foundational writing course in expository writing. Provides instruction and practice in critical reading, creative 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. A preliminary course in college writing for undergraduates for whom English is a second language. Permission to register for this course is based on CAS assessment of writing proficiency. 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. Instructor feedback includes discussion of appropriate conventions in English grammar and style.

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

Provides instruction in critical reading, textual analysis, exploration of experience, the development of ideas, and revision. Stresses 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. Discusses appropriate conventions in English grammar and style as part of instructor feedback.
Writing the Essay: Art and the World
EXPOS-UA 5  Required of all Tisch School of the Arts freshmen. 4 points.
Designed to engage all Tisch freshmen in a broad interdisciplinary investigation across artistic media. Provides instruction and practice in critical reading, creative thinking, and essay writing. Students learn to analyze and interpret written texts, art objects, and performances; to use written, visual, and performance texts as evidence; and to develop ideas. The course stresses exploration, inquiry, reflection, analysis, revision, and collaborative learning.

International Writing Workshop II
EXPOS-UA 9  Prerequisite: International Writing Workshop I (EXPOS-UA 4) or Writing the Essay (EXPOS-UA 1) or Writing the Essay: Art and the World (EXPOS-UA 5). The second of two courses for students for whom English is a second language. The MAP writing requirement for NYU undergraduates is fulfilled with this course and International Writing Workshop I. 4 points.
Provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines, the use of written texts as evidence, the development of ideas, and the writing of argumentative essays through a process of inquiry and reflection. Stresses analysis, revision, inquiry, and collaborative learning. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

Writing Tutorial
EXPOS-UA 13  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. The course aims to better prepare admitted transfer students for the rigorous work they will have to complete in either Writing the Essay or an International Writing Workshop (above). The course 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. The central business of this workshop is writing compelling academic essays.

Advanced Essay Writing for Science
EXPOS-UA 16  Prerequisite: Writing the Essay (EXPOS-UA 1). Offered in the spring. 4 points.
Offers science students the opportunity to design and conduct intensive individual research, write honors-level essays for the public and for the academy, and design and deliver a professional presentation. The course arranges for five professional scientists and writers to speak to the class, and students attend three public events about science and writing.

Writing in Community
EXPOS-UA 17  Prerequisite: Writing the Essay (EXPOS-UA 1) and permission of EWP. Offered in the spring. 4 points.
A course for students who are passionate about writing and community service and would like to explore the dynamic relationship between these two pursuits. As a team, we head off campus each week to mentor under-served high school students in essay writing. Back on campus, we have weekly meetings to help us enhance our writing and mentoring skills as we develop our own ideas into essays. We study 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 writing, researching, and presenting in each student’s own chosen discipline. Students practice observing, analyzing, and assessing the broad structure and elements of academic research writing and presentations in the humanities, social sciences, and natural sciences; they then analyze writing and speaking practices in their own chosen major or minor. Elements studied include audience, visual design, structural elements, rhetorical patterns, logic, and evidence in communicating with scholarly audiences. Students then design and present their own critical thinking and research in oral presentations and written research.
Additional Courses for English as a Second Language (ESL) Students

Reading and Writing Workshop I
EXPOS-UA 20  Equivalent to Workshop in College English (DESL1-DC 9174) offered by the American Language Institute (ALI). Entrance by placement exam only. Cannot substitute for International Writing Workshop I or II (EXPOS-UA 4 and 9). 4 points.

Reading and Writing Workshop II
EXPOS-UA 21  Equivalent to Advanced Workshop in College English (DESL1-DC 9184) offered by the American Language Institute (ALI). Entrance by placement exam only. Cannot substitute for International Writing Workshop I or II (EXPOS-UA 4 and 9). 4 points.

These two courses, designed for students planning to apply to a degree program in the United States, prepare students to function comfortably in university-level classes and other situations in which formal writing is required. Workshops help students develop their ability to summarize, discuss, analyze, and comment on their reading. Students read authentic nonfiction materials from newspapers, magazines, and books and write critical essays. Courses provide assistance in grammar and editing.

Proficiency Examination
The Expository Writing Program administers the Proficiency Examination to students who receive a C- or lower (including F) in Writing the Essay (EXPOS-UA 1) or International Writing Workshop II (EXPOS-UA 9). EWP also administers the exam to all external transfer students, who must take and pass the examination to graduate. All students who fail the exam will be placed in Writing Tutorial (EXPOS-UA 13).
The Foundations of Contemporary Culture (FCC) sequence of the Morse Academic Plan (MAP) seeks to provide students with the perspective and intellectual methods to comprehend the development of our human cultures. The four FCC courses introduce students to the modes of inquiry by which societies may be studied, social issues analyzed, and artistic activity explored. Together, they give undergraduates a broad methodological background on which to draw when later engaged in the more focused work of their major courses of study. As a result, students receive a richer education than any single major could provide.

Through this core experience in humanistic and social-scientific inquiry, 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.

## PROGRAM

During their first year, students normally complete a class from Texts and Ideas (MAP-UA 4XX) and one from Cultures and Contexts (MAP-UA 5XX), in either order. In the sophomore year, students choose classes from Societies and the Social Sciences (MAP-UA 6XX) and from Expressive Culture (MAP-UA 7XX), again in either order.

### Prerequisites

Students should complete the first-year FCC classes and the expository writing requirement before proceeding to the sophomore-level classes. Students in the International Writing Workshop sequence should not start their course work in the FCC until they have completed International Writing Workshop I (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 MAP 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 MAP website.
COURSES

In addition to the information listed below, detailed descriptions of each year’s course offerings may be found on the MAP website.

Texts and Ideas

In addition to the traditional lecture/recitation format, selected sections of Texts and Ideas are also offered in writing-intensive versions in conjunction with Writing the Essay (EXPOS-UA 1). Consult the MAP website for each year’s schedule.

Texts and Ideas: Topics

MAP-UA 400 Offered every semester. 4 points. Recent topics include: Objectivity, Liberation, the Deliberating Citizen, Animal Humans, Utopias and Distopias, Freedom and Oppression, and Literature in Wonderland. Consult the MAP website for descriptions of each term’s offerings.

Texts and Ideas: Antiquity and the Middle Ages

MAP-UA 401 Offered occasionally. 4 points. Readings: Hebrew Scriptures and Christian New Testament, ancient Greek drama and philosophy, Vergil, and Augustine. Continues with Dante’s Inferno, selections from Paradiso, and other texts from the Middle Ages.

Texts and Ideas: Antiquity and the Renaissance


Texts and Ideas: Antiquity and the Enlightenment


Texts and Ideas: Antiquity and the 19th Century


Texts and Ideas: Antiquity and the Renaissance—Writing Intensive

MAP-UA 412 Offered in the fall. 4 points. The same as MAP-UA 402, but with additional emphasis on writing. Students read and write about the course texts both for the lecture course and in their linked section of Writing the Essay (EXPOS-UA 1).

Texts and Ideas: Antiquity and the 19th Century—Writing Intensive

MAP-UA 414 Offered in the fall. 4 points. The same as MAP-UA 404, but with additional emphasis on writing. Students read and write about the course texts both for the lecture course and in their linked section of Writing the Essay (EXPOS-UA 1).

Cultures and Contexts

Cultures and Contexts: Islamic Societies

MAP-UA 502 Offered every year. 4 points. Examines the common base and regional variations of Islamic societies. An “Islamic society” is here understood as one that shares, either as operative present or historical past, that common religious base called Islam. For Muslims, Islam is not simply a set of beliefs or observances, but also includes a history; its study is thus by nature historical, topical, and regional. The emphasis in the premodern period is first on the Quran and then on law, political theory, theology, and mysticism. For the more recent period, the stress is on the search for religious identity. Throughout, students are exposed to Islamic societies in the words of their own writings.

Cultures and Contexts: Africa

MAP-UA 505 Offered every year. 4 points. Key concepts related to understanding sub-Saharan African cultures and societies, concentrating in particular on teaching students how to think critically and consult sources sensibly when studying non-Western cultures. Topics include problems in the interpretation of African literature, African history, gender issues, the question of whether African thought and values constitute a unique system of thinking, the impact of the slave trade and colonialism on African societies and culture, and the difficulties of and means for translating and interpreting the system of thought and behavior in an African traditional society into terms meaningful to Westerners. Among the readings are novels, current philosophical theory, and feminist interpretations of black and white accounts of African societies and
the place of women in them. Issues are approached with the use of analyses from history, anthropology, sociology, literary theory, and philosophy.

**Cultures and Contexts: The Chinese and Japanese Traditions**

MAP-UA 506  Offered every other year. 4 points.

Essential aspects of Asian culture—Confucianism, Taoism, Buddhism, and Shintoism—studied through careful reading of major works of philosophy and literature. A roughly equal division between Chinese and Japanese works is meant to give a basic understanding of the broad similarities and the less obvious, but all-important, differences among the cultures of Confucian Asia. One reading is a Vietnamese adaptation of a Chinese legend. The last two readings, modern novellas from Japan and China, show the reaction of the traditional cultures to the Western invasions.

**Cultures and Contexts: Japan—A Cultural History**

MAP-UA 507  Offered every other year. 4 points.

A consideration of the prehistory to Japan's modernist transformation through an analysis of key literary, religious, and artistic texts. Concentrates on the historical experiences that produced elements of a national culture before there was a nation and on the consciousness of being Japanese before there was a “Japan.” Examines how key cultural elements were used to make a modern nation-state.

**Cultures and Contexts: The Pacific Islands**

MAP-UA 508  Offered occasionally. 4 points.

The Pacific Island region sweeps from Easter Island in the East to Papua New Guinea in the West, a vast “sea of islands” that has been a crucial space of exchange: of perspectives, materials, people, and ideas. What can we learn from the study of this region, a set of islands with both commonalities and differences that is often imagined as one “place”? We examine the cultures of the Pacific Islands, moving from the first migrations of indigenous navigators through the age of European exploration and colonialism, to the local experience of World War II and contemporary engagements with globalization. We also study the area’s unique cultural configurations of ritual practice, cosmology, and society. Along the way, we engage directly with the voices of Pacific islanders, from those who participated in the voyages of Captain Cook, to indigenous artists who reflect on these complex and entangled histories.

Other primary sources include museum collections, film, painting, and other visual representations. This comparative approach enables us to understand debates about colonial encounter, primitivism, cannibalism, cargo cults, nuclear testing, resource extraction, and the morality of diet, from a Pacific perspective.

**Cultures and Contexts: Middle Eastern Societies**

MAP-UA 511  Offered every other year. 4 points.

The popular American picture of the Middle East as a place of violence, veiled women, and oil wealth portrays none of the richness or complexity of most people’s lives in the region. How can we make sense of these seemingly unfamiliar societies and think critically about Western images of the unfamiliar? Questions examined in depth include the following: What variety of sources do people in the Middle East draw on to define their sense of who they are—as members of particular households, regions, nations, or religious communities? How do women and men construct their gender identity? In what ways are village, town, and city lives being transformed? Do people of the Middle East experience their region’s politics the way it is portrayed in the West? What are some of the causes of political repression, armed struggle, or terror? How did European colonialism reshape the lives of people in the region, and how do they today encounter the cultural and economic power of the United States and Europe? Readings are drawn from history, anthropology, political economy, and the contemporary literature of the region.

**Cultures and Contexts: China**

MAP-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**

MAP-UA 514  Offered every semester. 4 points.

The culture of the ancient Israelite societies of biblical times, covering the period from about 1200 B.C.E. to the conquests of Alexander the Great, in the fourth century B.C.E. Topics include the achievements of these societies in the areas of law and social organization, prophetic movements, Israelite religion, and ancient Hebrew literature. The Hebrew Bible preserves much of the creativity of the ancient Israelites, but archaeological excavations in Israel and neighboring
lands, as well as the discovery of ancient writings in Hebrew and related languages, have added greatly to our knowledge of life as it was lived in biblical times. The civilizations of Egypt and Syria-Mesopotamia also shed light on Israelite culture. Of particular interest is the early development of Israelite monotheism, which, in time, emerged as ancient Judaism, the mother religion of Christianity and Islam.

**Cultures and Contexts: Latin America**

MAP-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 such themes as indigenous responses to European rule, the formation of “Indian” society, and the interaction of Europeans, Africans, and indigenous people. Considers postcolonial Latin America, focusing on themes such as political culture, competing ideologies of economics and social development, and the construction of collective identities based on region, race, ethnicity, gender, and class. Readings consist mostly of primary sources and allow students to hear diverse voices within Latin American society. Works by European conquerors, Inca and Aztec descendants in the colonial period, and African and creole slaves are studied. Novels, short stories, films, photographs, and music are also included.

**Cultures and Contexts: India**

MAP-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. Shows how democracy involves difficult choices among competing, often opposed, ancient and modern cultural values.

**Cultures and Contexts: Contemporary Latino Cultures**

MAP-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. Begins by exploring the immigration of Latin American peoples to U.S. cities, then turns to three case studies of emerging Latino communities, and ends by examining contemporary issues involving Latinos in urban centers such as New York.

**Cultures and Contexts: The African Diaspora**

MAP-UA 532  *Offered every year. 4 points.*

The dispersal of Africans to various parts of the world and over time, examining their experiences and those of their descendants. Regions of special interest include the Americas and the Islamic world, centering on questions of slavery and freedom while emphasizing the emergence of cultural forms and their relationship to both African and non-African influences.

**Cultures and Contexts: Indigenous Australia**

MAP-UA 536  *Offered every other year. 4 points.*

The indigenous people of Australia have long been the subject of interest and imagination by outsiders for their cultural formulations of kinship, ritual, art, gender, and politics, and they have entered into representations as distinctively “other”—whether in negative or positive formulations of the “primitive.” These representations—in feature films about them such as *Walkabout* and *Rabbit-Proof Fence*, in New Age literature, or in museum exhibitions—are now also in dialogue with their own forms of cultural production. At the same time, Aboriginal people have struggled to reproduce themselves and their traditions in their own terms, asserting their right to forms of cultural autonomy and self-determination. We explore the historical and geographical range of Aboriginal Australian forms of social being through ethnographic texts, art, novels, autobiographies, film, and other media, and consider the ways in which identity is being challenged and constructed.

**Cultures and Contexts: Modern Israel**

MAP-UA 537  *Offered every year. 4 points.*

Despite its small size and population, Israel is a diverse, dynamic, and complex society. To understand its ethnic, religious, and political divisions, the different ethnic origins of the Jewish population over the last 150 years are examined, and the growing role of the Arab population (approaching 20 percent) in Israeli society is discussed. The special role of religion in the secular state, the development of Hebrew-speaking culture, the political system, the settlement movement and the peace movement, gender issues,
and the role of the army in everyday life are all addressed, concluding with a survey of the debate on whether Israel is a Jewish state or a state of all its citizens. Although the controversial issues that keep Israel in the headlines are touched on, the focus is on the character of Israeli society and the impact on everyday life of living in the international limelight.

**Cultures and Contexts: Asian/Pacific/American Cultures**
MAP-UA 539  *Offered every year. 4 points.*
Major issues in the historical and contemporary experiences of Asian Pacific Americans, including migration, modernization, racial formation, community-building, and political mobilization. Asian Pacific America encompasses a complex, diverse, and rapidly changing population of people. Particular attention is given to Asian Americans’ use of cultural productions (films, literature, art, media, and popular culture) as an expression and reflection of their cultural identities, historical conditions, and political efforts.

**Cultures and Contexts: New World Encounters**
MAP-UA 541  *Offered every year. 4 points.*
What was America before it was called America? How did indigenous cultures understand and document their first encounters with Europeans? We focus on peoples, events, and cultural expressions associated with the conquest and colonization of the Americas, concentrating on three key areas: central Mexico, home to several pre-Columbian societies, most notably the Aztec Empire, and later the seat of Spanish power in northern Latin America (the Viceroyalty of New Spain); the central Andes, home of the Incas and later the site of Spanish power in southern Latin America (the Viceroyalty of Peru); and finally, early plantation societies of the Caribbean, where the violent history of enslaved Africans in the new world unfolded. On one hand, we explore how those subjugated by conquest and colonialism interpreted, resisted, and recorded their experience. On the other, we ask what new cultural forms emerged from these violent encounters, and consider their role in the foundation of “Latin American” cultures. Readings balance a range of primary documents and art created during the “age of encounter,” including maps, letters, paintings, and testimonials, along with historical and theoretical texts.

**Cultures and Contexts: Egypt of the Pharaohs**
MAP-UA 545  *Offered every year. 4 points.*
The archaeology, literature, and art of ancient Egypt all offer insights into its culture. Subjects of special interest are ancient Egyptian religious experiences and ethics, as well as constructions of gender, class, and ethnicity. Settlements that are particularly well documented through both archaeological and textual remains—such as Kahun and Deir el-Medina—yield extensive information about the varieties of social experience in these societies. Lives differed tremendously based on gender, profession, and locality (both spatial and temporal). Likewise, we explore how Egyptians, regardless of social standing, attempted to alter their socio-political circumstances through avenues such as 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: Global Asia**
MAP-UA 546  *Offered every other year. 4 points.*
Explores the expansive transformation of Asian cultures from ancient times to the present, focusing on networks of mobility, interaction, social order, and exchange that form the particularity of Asian cultures through entanglements with others. Beginning in the days of Alexander the Great and the formation of the Afro-Eurasian ecumene, follows the tracks of Buddhist, Confucian, Hindu, and Muslim expansion and then turns to the age of early modern landed empires, Ottoman-Safavid-Mughal-Ming/Ching, and their interactions with seaborne European expansion. Studies truly global formations of culture in the flow of goods, ideas, and people among world regions, during the age of modern empires and nationalism, including the rise of the nation as a cultural norm, capitalism in Asia, and Japanese expansion around the Pacific Rim. Concludes by considering cultural change attending globalization since the 1950s, focusing on entanglements of Asian cultures with the globalizing culture of the market, consumerism, and wage labor, and transnational labor migration, as well as Asian cultural spaces in and around New York City, including our nearby Chinatown.

**Cultures and Contexts: Globalizing the Americas**
MAP-UA 550  *Offered every other year. 4 points.*
The idea of “America” has long been dissected and reconstituted by a number of ideologues, theorists, policymakers, artists, activists, and ordinary people. Each has sought to craft a new existence that distinguished itself from “Old World” tyranny and tensions, significantly through the creation of imagined communities of identity and belonging, based
on various cultural, political-economic, and social criteria. We focus on studies of selected communities (e.g., the concept and experience of race in Brazil, homophobia in the West Indies) and historical events (e.g., 19th- and 20th-century migrations of Asians to Central America) and explore how global visions and international movements as, for example, Negritude, Pan-Americanism, Pan-Africanism, cosmopolitanism, and mestizaje/créolité emerge from local currents and practices.

**Cultures and Contexts: Immigrant America in the 19th Century**

MAP-UA 551 Offered occasionally. 4 points.

The “long nineteenth century,” from the 1820s through the 1920s, saw the arrival of no fewer than 50 million immigrants to the United States. Coming primarily, although not exclusively, from Europe, their migrations not only transformed the places they left, but profoundly altered American society. These migrations, all of which involved a high degree of choice on the part of their participants, took place within the context of family and communal decision making, which in turn impacted significantly on the women and men who made these journeys, allowing—or forcing—them to create new kinds of identities, institutions, and cultures. Indeed, as a result of their migrations, they became new people. They became “ethnic,” as they had to redefine themselves both in terms of what they left, what they “brought” with them, and what they encountered in America. We explore how their journeys led to the creation of a set of ethnic communities in America, which we can see as specific and unique and yet resembling each other in notable ways, focusing on three seemingly very different 19th-century groups: Irish, Italian, and Jewish immigrants, and the ethnic cultures they created.

**Cultures and Contexts: Topics—Empires and Political Imagination**

MAP-UA 552 Offered every other year. 4 points.

Comparative study of empires, from the Romans to the present, and the ways that empires have inspired and constrained their subjects’ ideas of rights, belonging, and power. Throughout history, few people lived for very long in a state that consisted entirely or even mainly of people with whom they shared a language and culture. Empires—polities that maintained social and cultural distinction even as they incorporated different people—have been one of the most common and durable forms of political organization. An examination of the variety of human cultures must take account of how people lived in empires—sometimes seeking higher degrees of autonomy, sometimes accommodating to rulers’ authority, sometimes trying to extend their own power over others. The study of empire expands our ideas of citizenship and challenges the notion that the nation-state is natural and necessary. We investigate how empires were held together—and where they were weak—from perspectives that focus on political and economic connections over long distances and long time periods. We also explore how scholars have approached the topic of empires, examining their methods and their interpretations. Readings include historical scholarship on the Roman, Chinese, Mongol, Spanish, Russian, French, British, and American empires, as well as primary sources produced by people living in these and other imperial polities.

**Societies and the Social Sciences**

Note that the prerequisite for all Societies and the Social Sciences courses is completion of Texts and Ideas (MAP-UA 4XX) and Cultures and Contexts (MAP-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**

MAP-UA 600 Offered occasionally. 4 points.

Examines social phenomena that cross the boundaries among the various social-scientific disciplines. Topics vary each term and may include, for example, human migration, religion, fascism, or colonialism. By considering the methodologies appropriate to the study of these topics, students learn to appreciate the characteristic approaches of the social sciences, their power to help us understand such phenomena, and their limitations.

**Expressive Culture**

Note that the prerequisite for all Expressive Culture courses is completion of Texts and Ideas (MAP-UA 4XX) and Cultures and Contexts (MAP-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**

MAP-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**  
MAP-UA 711  *Offered occasionally. 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**  
MAP-UA 720  *Offered occasionally. 4 points.*  
What is the place of art in an image-saturated world? We begin by considering the power and taboo of images and the ways in which individuals and institutions that constitute “the art world” classify some of these images as works of art; turn to explore the visual and conceptual challenges presented by major works of sculpture, architecture, and painting; and conclude with a selection of problems raised by art today. Students develop the vocabulary to both appreciate and question the artistic “gestures” of society in various places and times.

**Expressive Culture: Painting and Sculpture in New York Field Study**  
MAP-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**  
MAP-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. Consideration is given both to individual buildings as examples of 19th- and 20th-century architecture, as well as to phenomena such as the development of the skyscraper and the adaptation of older buildings to new uses.

**Expressive Culture: Sounds**  
MAP-UA 730  *Offered every semester. 4 points.*  
Our lives pulse with patterns of sounds that we call music. We encounter these sounds in our homes, cars, stores, and exercise salons; they accompany us to the grocery store, the dentist’s office, and the movies. Yet we rarely think consciously about what they mean. Through a series of specific case studies, we investigate the function and significance of music and the musician in human life. We raise basic questions about how music has been created, produced, perceived, and evaluated at diverse historical moments, in a variety of geographical locations, and among different cultural groups. Through aural explorations and discussion of how these vivid worlds “sound” in time and space, we assess the value of music in human experience.

**Expressive Culture: Performance**  
MAP-UA 740  *Offered occasionally. 4 points.*  
Examines “performance” both as a practice and as a theoretical tool with which to understand today’s world. The broad spectrum of live performance is explored by means of lectures, discussions, and field trips. Students look at theatre and dance, performance in everyday life, rituals, popular entertainments, and intercultural performance. On the theoretical level, students are introduced to “speech acts,” “restored behavior,” “ritual process,” and “play.” Students see a broad variety of performances, such as Native American powwow, Indian Hindu ritual drama, off-Broadway theatre and dance, African American gospel, street performers, and courtroom trials.

**Expressive Culture: Film**  
MAP-UA 750  *Offered every semester. 4 points.*  
Film is a medium that combines a number of arts. It lies at the intersection of art and technology and of art and mass culture, and at the boundaries of the national and the global. Film is also a medium that coincides with and contributes to the invention of modern life. By exploring the expressive and representational achievements of cinema in the context of modernity and mass culture, students learn the concepts to grasp the different ways in which films create meaning, achieve their emotional impact, and respond in complex ways to the historical contexts in which they are made.
Science and technology play such a central role in the modern world that even individuals not directly engaged in scientific or technical pursuits need to have solid skills in quantitative and analytical reasoning and a clear understanding of scientific investigation. Even more than their forebears, citizens of the 21st century will need competence and confidence in dealing with the approaches and findings of science if they are to make informed decisions on vital political, economic, and social issues. Rather than striving for encyclopedic coverage of facts, Foundations of Scientific Inquiry (FSI) courses in the Morse Academic Plan (MAP) stress the process of scientific reasoning and seek to illustrate the role of science and mathematics in our understanding of the natural world. The objectives of the FSI sequence are to give students who will not be science majors a positive experience in scientific inquiry and to encourage learning about how science is done. The quantitative component of these courses emphasizes the critical role of mathematics in the analysis of natural phenomena.

The courses within FSI are collected into three groups: Quantitative Reasoning, Natural Science I, and Natural Science II. All lectures are taught by regular faculty, including some of the University’s most distinguished professors, and each course includes a weekly workshop or related laboratory section.

In the FSI sequence, students choose one course in Quantitative Reasoning (MAP-UA 1XX), followed by one in the physical sciences from the Natural Science I grouping (MAP-UA 2XX), and then one in the biological sciences from the Natural Science II grouping (MAP-UA 3XX).

Completion of or exemption from Quantitative Reasoning is a prerequisite for both Natural Science I and II. It is recommended that students complete Natural Science I before Natural Science II.

Exemptions and Substitutions
Students who major in a natural science, who complete the prehealth curriculum, or who complete the combined dual-degree program in engineering are exempt from the FSI requirements. In addition, Quantitative Reasoning, Natural Science I, and Natural Science II can each be satisfied by appropriate Advanced Placement (AP) credit or by substituting specific courses, as listed below. For Advanced Placement Examination equivalencies, consult the chart in the Admission section of this Bulletin.

Quantitative Reasoning
Students will take an examination to determine their exemption from the Quantitative Reasoning requirement. The examination is offered in the summer and each semester. The requirement can also be satisfied by one of the following options:

- AP credit in calculus (Mathematics AB or BC, 4 or 8 points)
- AP credit in statistics (4 points)
- Completion of one of the following:
  - Quantitative Reasoning (MAP-UA 1XX)
  - Statistics (ECON-UA 18)
  - Analytical Statistics (ECON-UA 20)
  - Calculus for the Social Sciences (MATH-UA 17)
  - 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)
  - Statistics for the Behavioral Sciences (PSYCH-UA 10)
Natural Science I and II
This sequence may be satisfied as follows:

- AP credit for Biology (8 points), Chemistry (8 points), Physics B (10 points), or both Physics C-Mech (3 points) and Physics C-E&M (3 points)
- Completion of one of the following sequences:
  - Natural Science I and II (MAP-UA 2XX and MAP-UA 3XX)
  - Principles of Biology I and II (BIOL-UA 11, 12)
  - 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)

Natural Science I
This MAP requirement may be satisfied as follows:

- AP credit for Physics C-Mech (3 points) or Physics C-E&M (3 points)
- Completion of one of the following:
  - Natural Science I (MAP-UA 2XX)
  - General Chemistry I and Laboratory (CHEM-UA 125)
  - Advanced General Chemistry I and Laboratory (CHEM-UA 127)
  - General Physics I (PHYS-UA 11)
  - Physics I (PHYS-UA 91) and Introductory Experimental Physics I (PHYS-UA 71)

Natural Science II
This MAP requirement may be satisfied by completion of one of the following:

- Natural Science II (MAP-UA 3XX)
- Principles of Biology I (BIOL-UA 11)
- 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 MAP website.

Quantitative Reasoning
Quantitative Reasoning: Mathematical Patterns in Nature
MAP-UA 101  Offered every year. Hanhart. 4 points.
Examines the role of mathematics as the language of science through case studies selected from the natural sciences and economics. Topics include the scale of things in the natural world; the art of making estimates; cross-cultural views of knowledge about the natural world; growth laws, including the growth of money and the concept of “constant dollars”; radioactivity and its role in unraveling the history of the earth and solar system; the notion of randomness and basic ideas from statistics; scaling laws—why things are the size they are; the cosmic distance ladder; and the meaning of “infinity.” Calculator-based and designed to help you use mathematics with some confidence in applications.

Quantitative Reasoning: Elementary Statistics
MAP-UA 105  Offered every year. 4 points.
Understanding and use of statistical methods. Mathematical theory is minimized. Actual survey and experimental data are analyzed. Computations are done with desk or pocket calculators. Topics: description of data, elementary probability, random sampling, mean, variance, standard deviation, statistical tests, and estimation.
Quantitative Reasoning: Probability, Statistics, and Decision Making
MAP-UA 107  Offered every year. Hoppensteadt. 4 points.
Elementary probability theory from the point of view of games and gambling. Topics include probability, expectation, introduction to game theory, gambler’s ruin, gambling systems, and optimal strategies. Examples are taken from games of chance, including backgammon, blackjack, craps, and poker.

Quantitative Reasoning: Mathematics and Computing
MAP-UA 109  Offered every year. Marateck. 4 points.
Teaches mathematical concepts using the Python programming language. Introduces students to use the basic features of Python operations with numbers and strings, variables, Boolean logic, control structures, loops, and functions. These operations are then applied to the mathematical principles of growth and decay, geometric progressions, compound interest, exponentials, permutations, and probability.

Quantitative Reasoning: Great Ideas in Mathematics
MAP-UA 110  Offered every year. Hanhart. 4 points.
A variety of topics chosen from the following broad categories. A survey of pure mathematics: What do mathematicians do and what questions inspire them? Great works: What are some of the historically big ideas in the field? Who were the mathematicians that came up with them? Mathematics as a reflection of the world we live in: How does our understanding of the natural world affect mathematics (and vice versa). Computations, proof, and mathematical reasoning: Quantitative skills are crucial for dealing with the sheer amount of information available in modern society. Mathematics as a liberal art: Historically, some of the greatest mathematicians have also been poets, artists, and philosophers. How is mathematics a natural result of humanity’s interest in the nature of truth, beauty, and understanding?

Natural Science I
Note that the prerequisite for all Natural Science I courses is completion of (or exemption from) Quantitative Reasoning (MAP-UA 1XX).

Natural Science I: Energy and the Environment
Uses the principles of chemistry to analyze the environmental implications of energy usage and policy decisions concerning energy and the environment. Topics include the composition of the atmosphere, the ozone layer and its depletion, global warming and public policy, and acid rain. Finally, the basis of our need for energy, fossil fuels and their supplies, and the available alternatives are discussed.

Natural Science I: Einstein’s Universe
MAP-UA 204  Offered every year. Adler, Brujic, Dvali, Sokal, Weiner. 4 points.
Addresses the science and life of Einstein in the context of 20th-century physics, beginning with 19th-century ideas about light, space, and time to understand why Einstein’s work was so innovative. Einstein’s most influential ideas are contained in his theories of special relativity, which reformulated conceptions of space and time, and general relativity, which extended these ideas to gravitation. Both these theories are quantitatively explored, together with wide-ranging applications of these ideas, from the nuclear energy that powers the sun to black holes and the big bang theory of the birth of the universe.

Natural Science I: Exploration of Light and Color
MAP-UA 205  Offered every other year. Adler, Sleator. 4 points.
Color science is an interdisciplinary endeavor that incorporates both the physics and perception of light and color. 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; and how lenses are used in cameras, telescopes, and microscopes. Our investigation necessarily touches on aspects such as the anatomy of the eye and aspects of human vision that influence how we see color. Laboratory projects include additive and subtractive color mixing, pinhole photography, cow-eye dissection, colorimetric measurements, and color-classification schemes.

Natural Science I: From Quarks to Cosmos
MAP-UA 209  Offered every year. Adler, Cranmer, Mincer, Weiner. 4 points.
Modern science has provided us with some understanding of age-old fundamental questions, while at the same time opening up many new areas of investigation. How old is the universe? How did galaxies, stars, and planets form? What are the fundamental constituents of matter, and how do they combine to form the contents of the universe? 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.

**Natural Science I: How Things Work**  
MAP-UA 214  *Offered every year.* Adler, Grier, 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, how wheels use friction, and why someone can quickly remove a tablecloth without moving any dishes? All of the devices that define contemporary living are applications of basic scientific discoveries. The principles underlying these devices are fascinating as well as useful and help to explain many of the features of the world around us. 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 as used in medicine, and even nuclear weapons. In learning the basic physics behind these modern inventions, you develop a deeper understanding of how the physical world works and gain a new appreciation of everyday phenomena.

**Natural Science II**

Note that the prerequisite for all Natural Science II courses is completion of (or exemption from) Quantitative Reasoning (MAP-UA 1XX). Completion of (or exemption from) Natural Science I (MAP-UA 2XX) is recommended as a prerequisite.

**Natural Science II: Human Genetics**  
MAP-UA 303  *Offered every year.* Blau, Rockman, Small.  *4 points.*

We are currently witnessing a revolution in human genetics, where the ability to scrutinize and manipulate DNA has allowed scientists to gain unprecedented insight into the role of heredity. 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 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.

**Natural Science II: Human Origins**  
MAP-UA 305  *Offered every year.* Anton, Bailey, Disotell, Harrison.  *4 points.*

The study of "human origins" is an interdisciplinary endeavor that involves a synthesis of research from a number of different areas of science. Introduces students to the various approaches and methods used by scientists to investigate the origins and evolutionary history of our own species. Topics include reconstructing evolutionary relationships using molecular and morphological data; the mitochondrial Eve hypothesis; ancient DNA; human variation and natural selection; the use of stable isotopes to reconstruct dietary behavior in prehistoric humans; solving a 2,000-year-old murder mystery; the importance of studies of chimpanzees for understanding human behavior; and the four-million-year-old fossil evidence for human evolution.

**Natural Science II: Brain and Behavior**  
MAP-UA 306  *Offered every semester.* Glimcher, Hawken, Kiorpes, Suzuki.  *4 points.*

Explores the relationship of the brain to behavior. 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 key topics include whether certain behavioral disorders like schizophrenia and bipolar disorder can be accounted for by changes in the function of the brain and how drugs can alter behavior and brain function.

**Natural Science II: The Body—How It Works**  
MAP-UA 309  *Offered every year.* Goldberg.  *4 points.*

The human body is a complex system of mutually interdependent molecules, cells, tissues, organs, and organ systems. Examines the human body with the goal of understanding how physiological systems operate at these varying levels. Examples include the circulation of blood, the function of our muscles, the utilization of oxygen in respiration, and how our immune system detects and fights foreign invaders. Disturbing the delicate balance of these systems...
can produce various human diseases, which are also examined throughout. Laboratory work provides firsthand experience with studying molecular processes, cell structures, and physiological systems.

**Natural Science II: The Molecules of Life**  
MAP-UA 310  *Offered every year.* Jordan, Kallenbach.  4 points.

Our lives are increasingly influenced by the availability of new pharmaceuticals, ranging from drugs that lower cholesterol to those that influence behavior. Critical to the function of such biomolecules is their three-dimensional structure that endows them with a specific function. 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.

**Natural Science II: Lessons from the Biosphere**  
MAP-UA 311  *Offered every year.* Volk. 4 points.

Provides a foundation of knowledge about how earth’s biosphere works. This includes the biggest ideas and findings about biology on the global scale—the scale in which we live. Such knowledge is especially crucial today because we humans are perturbing so many systems within the biosphere. 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 laboratory experiments and an exploration at the American Museum of Natural History.

**Natural Science II: The Brain: A User’s Guide**  
MAP-UA 313  *Offered every year.* Azmitia.  4 points.

The human brain is the most complex organ. Despite the central position it has in nearly every aspect of our daily lives, it remains to many a mystery. How does it work? How can we care for it? How long will it function? 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 brain harmony and the meaning of addiction are covered. We look at brain development and the special needs of children, as well as brain aging and illness and the difficulty of helping. Laboratories provide hands-on experience in exploring the structure of the brain, as well as learning how to measure brain function.

**Natural Science II: Genomes and Diversity**  
MAP-UA 314  *Offered every year.* Siegal. 4 points.

Millions of species of animals, plants, and microbes inhabit our planet. Genomics, the study of all the genes in an organism, is providing new insights into this amazing diversity of life. We begin with the fundamentals of DNA, genes, and genomes. We then explore microbial diversity, with an emphasis on how genomics can reveal many aspects of organisms, from their ancient history to their physiological and ecological habits. We follow with examinations of animal and plant diversity, focusing on domesticated species, such as dogs and tomatoes, as examples of how genomic methods can be used to identify genes that underlie new or otherwise interesting traits. Genomics has also transformed the study of human diversity and human disease. We examine the use of DNA to trace human ancestry, as well as the use of genomics as a diagnostic tool in medicine. With the powerful new technologies to study genomes has come an increased power to manipulate them. We conclude by considering the societal implications of this ability to alter the genomes of crop plants, livestock, and, potentially, humans.
With a staff of internationally known scholars and teachers, the Department of French offers a broad range of courses in French and Francophone studies, language, literature, and civilization. The program promotes oral and written fluency in French, imparts strong analytical and interpretative skills, and works toward an enhanced understanding of cross-cultural changes. Most courses are taught in French. La Maison Française brings French culture into focus with films, lectures, and concerts, as well as library facilities and a periodicals reading room. Beyond the University community, the student of French can find a number of cultural activities that broaden understanding of the foreign perspective here in New York City.

Students majoring or minoring in French are strongly encouraged to spend at least one semester at the NYU Global Academic Center in Paris, which provides immersion in French culture and offers courses with professors from the French university system, as well as with distinguished NYU faculty members.
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electives at the same time as core courses. With permission, students may also substitute additional core courses, or a graduate course, for electives. Approved courses taken in French universities may count as electives.
• A Senior Seminar. The Senior Seminar (FREN-UA 991, 992) is typically taken in the fall or spring of senior year.

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

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 New York University in Paris.

A student who fulfills the requirements above may thereby fulfill the state minimum of 24 credits required for certification to teach French in New York State junior or senior high schools. For information on minors in education, please see the section Cross-School Minors in this Bulletin.

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).

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:
  • Phonetics (FREN-UA 103)
  • Translation (FREN-UA 107)
  • 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

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 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)
  • Syntax and 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 declare with the department and consult a departmental adviser prior to any registration.

Students may choose one of four programs of study. They may minor in French studies, French literature in translation, literature in translation, or Francophone studies.

French Studies
Four courses (16 points) conducted in French. This minor normally consists of four courses above the
intermediate level, to be determined in consultation with the director of undergraduate studies. No grade lower than C counts toward this minor.

**French Literature in Translation**
Four courses (16 points) in French literature in translation offered by the department, to be determined in consultation with the director of undergraduate studies. Not open to French majors. No grade lower than C counts toward this minor.

**Literature in Translation**
See the section Literature in Translation in this Bulletin.

**Francophone Studies**
Four courses (16 points) in Francophone studies, to be determined in consultation with the director of undergraduate studies. No grade lower than C counts toward this minor.

**Honors in French**

**Eligibility**
A student must spend a minimum of three full semesters in residence at the College of Arts and Science. Attendance at New York University in Paris counts toward such residence. The student must maintain a general GPA of at least 3.65 and a major average of 3.65 or higher. Students who wish to pursue honors should apply to the departmental director of honors during their junior year.

**Requirements for Honors:**
- Completion of all major requirements (above).
- In addition to enrollment in a Senior Seminar (FREN-UA 991, 992), candidates for French honors must 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 should be a work of scholarship and/or criticism in the field of French literature, culture, or Francophonie. The thesis is ordinarily written in French (25 pages minimum); 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- is required for the award of honors in French.

**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.

**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. 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, but must be in excess of the 128 points required for the B.A.

Under normal circumstances, this can be achieved by students who register for the maximum allowable number of points in their senior year. Earned in this manner, advanced standing has the additional advantage of enabling qualified students to start graduate work at an earlier stage and in the most cost-efficient way.

Admission to the program is open to students who have completed between 48 and 96 credits with a GPA of at least 3.5 and a cumulative GPA of 3.5 or higher in the major. Application to the program can be made through the director of undergraduate studies in French. Final acceptance into the graduate sequence of the program
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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.ifas.nyu.edu/object/ifs.bama.

Facilities
The University has two special facilities for students of French.

La Maison Française
This attractive house in the old and picturesque Washington Mews is open to students of French. It has a comfortable lounge, a small reading room opening onto a terrace, and a soundproof music room. Programs of lectures and recreational activities free to all students interested in French are given here.

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

NYU Paris
For NYU Paris, see information under the Study Away section in this Bulletin.

Placement in French Language Courses
The placement of students in French language, literature, and civilization courses is explained under "Placement Examinations" in the Academic Policies section of this Bulletin.

Fulfillment of the Morse Academic Plan (MAP)
Language Requirement
The language requirement in French may be fulfilled either by an intensive sequence of two 6-point courses (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. With departmental approval, a student may follow a plan of study combining two 4-point courses with one 6-point course (FREN-UA 1, FREN-UA 2, FREN-UA 10; or FREN-UA 10, FREN-UA 11, FREN-UA 12) for a total of 14 points. All students planning to continue their study of French beyond the MAP requirement are strongly advised to follow the intensive sequence, since this permits completion of the intermediate level in two semesters.

Introductory Language Courses

INTENSIVE SEQUENCE
Intensive Elementary French
FREN-UA 10 Open to students with no previous training in French and to others on assignment by placement test. Completes the equivalent of a year's elementary level in one semester. Offered every semester. 6 points.

Intensive Intermediate French
FREN-UA 20 Prerequisite: Intensive Elementary French (FREN-UA 10) or Elementary French I, II (FREN-UA 1, 2). Open to students who have completed the equivalent of a year's elementary level and to others on assignment by placement test. Completes the equivalent of a year's intermediate level in one semester. Offered every semester. 6 points.

EXTENSIVE SEQUENCE
Elementary French I
FREN-UA 1 Open to students with no previous training in French and to others on assignment by placement test. 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.

Intermediate French I
FREN-UA 11 Prerequisites: Elementary French I, II (FREN-UA 1, 2) or 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 MAP 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.

Language Course with Special Prerequisites
Conversation and Composition
FREN-UA 30 Prerequisite: Intermediate French I, II (FREN-UA 11, 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 who have passed the proficiency examination but who wish to review their French in order to take advanced courses in language, literature, and civilization. Offered every semester. 4 points.

Advanced Language Courses (Electives)
Spoken Contemporary French
FREN-UA 101 Prerequisite: Conversation and Composition (FREN-UA 30), assignment by placement test, or approval 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.

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 approval of the department. Offered every semester. 4 points.

Designed to improve the student's written French and to provide advanced training in French and comparative grammar. Students are trained to express themselves in a variety of writing situations (for example, diaries, transcriptions, narrations, letters). Focuses on the distinction between spoken and written styles and the problem of contrastive grammar. Emphasis on accuracy and fluency of usage in the written language.

Translation
FREN-UA 107 Prerequisite: Written Contemporary French (FREN-UA 105). Offered every year. 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.

Course in translation method based on an intensive practice of 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, phonic/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 oral use of language. The graduated series of exercises and activities is designed to improve 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 year. 4 points.
Designed for students who wish to learn the specialized language used in French business. 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 (Taught in French)
The following courses are open to students who have successfully completed Written Contemporary French (FREN-UA 105), who are assigned by placement test, or who 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 in the fall. 4 points.
Introduction to central works in medieval and early modern French literature. By analyzing plays, chronicles, poems, and novels, students explore the role and status of literature within the era’s larger intellectual, political, and social framework. Critical study of key themes, genres, and styles; 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 in the spring. 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 Colette, André Malraux, Céline, 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 1900  
FREN-UA 163  Offered in the fall. 4 points.
Retrospective and introspective view of French civilization from the early period to 1900 through the interrelation of history, literature, fine arts, music, and philosophy. Study of major historical forces, ideas, and tensions; the formation of collective identities (territorial, religious, political, and so on); France’s diversity and formative conflicts; the Republican model; France and the outer world; and the relationship between state, nation, and citizenry. Primary sources and documents such as chroniques, mémoires, journaux, revues, and correspondances.

Contemporary France  
FREN-UA 164  When conducted in English, numbered FREN-UA 864. Offered in the spring. 4 points.
An introduction to French history, politics, and social relations from 1900 to the present. Attention is paid to the successive crises that challenged France’s stature, its national identity, and its Republican model. Topics include the French political and social systems; France’s “exceptionalism” and relationships with Europe, the United States, and globalization; colonialism, immigration, and postcolonialism; and gender and class relations.

Electives in French Literature and Civilization (Taught in French)
Versailles: Life as Art in the Age of Grandeur  
FREN-UA 150  When conducted in English, numbered FREN-UA 850 and also open to French majors who read the works in the original and do their written work in French. 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. This course views the intellectual, artistic, and social complexities of the period through the works of contemporary philosophers, dramatists, artists, memorialists, and historians from Descartes to Voltaire. Films, field trips, and multimedia presentations of music and art.

**Classicism**

FREN-UA 462  Offered periodically. 4 points.

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

**The 18th-Century French Novel**

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, 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 the Enlightenment in France. Pays particular attention to the personality, writings, and influence of the following authors: Montaigne, Descartes, Montesquieu, Voltaire, Diderot, Rousseau, and Sartre. Significant works by these thinkers and others are closely read and interpreted.

**19th-Century French Novel and Society**

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.

**Literature and the Arts in the Age of Surrealism**

FREN-UA 722  Offered periodically. 4 points.

The historical framework of this course is the period between the two World Wars, a time in which the spirit of surrealism dominated the intellectual and artistic aspects of French culture. Studies the "surrealist revolution" through both detailed analyses of texts by Breton, Aragon, Eluard, and Desnos, and of painting and cinema. Explores the relation between theory and practice in literature and the arts.

**Contemporary French Novel**

FREN-UA 731  When conducted in English, numbered FREN-UA 831. Offered periodically. 4 points.

The major French novelists of the 20th century have moved the novel away from the traditional 19th-century concept. Proust and Gide developed a first-person-singular narrative in which the reader is participant. Breton uses the novel for a surrealist exploration. With Céline and Malraux, the novel of violent action becomes a mirror of man's situation in a chaotic time and leads to the work of Sartre and Camus, encompassing the existentialist viewpoint. Covers Beckett's sparse, complex narratives and Robbe-Grillet's "new" novels. Novels are studied with respect to structure, technique, themes, language, and significant passages.

**French Poetry from Baudelaire to the Present**

FREN-UA 741  When conducted in English, numbered FREN-UA 841. Offered periodically. 4 points.

Major trends in French poetry from the late 19th century to the present. Beginning with the precursors of contemporary poetry in France and other countries' Baudelaire, Rimbaud, Mallarmé, and Laforgue—innovation is studied in the 20th-century writers: Apollinaire and the New Spirit; the surrealist poets, including Aragon and Breton; Saint-John Perse; Michaux and exorcism through the word; Ponge and the world of things; and the postwar poets. Includes textual analysis, poetic theory, and relationships of the works to their literary environment.

**New Novel and New Theatre**

FREN-UA 763  Offered periodically. 4 points.

Reaction in the post–World War II novel against traditional 19th-century novels. The novelist no longer controls his characters but limits himself to what can be seen. Emphasis on the world of objects and the difficulty of literary creation. The novels of Robbe-Grillet, Butor, Sarraute, Duras, Simon, and Pinget. On stage, the theatre of the absurd, antirealistic, with startling techniques, downgrading of language, and a stress on action; the theme of lack of communication in the world. The theories of Artaud and the plays of Ionesco, Beckett, Genet, Adamov, Vian, and others.

**Existentialism and the Absurd**

FREN-UA 767  When conducted in English, numbered FREN-UA 867. Offered periodically. 4 points.

Main expressions of existential thought in Jean-Paul
Sartre, Simone de Beauvoir, and Albert Camus. Attention to the French existentialists’ concern for commitment in political and social affairs of the times. Examines absurdist literature since the 1950s in the “theatre of the absurd,” in fiction, and in critical work of other contemporary French writers. Covers Ionesco, Beckett, Genet, Robbe-Grillet, and Barthes; precursors of the absurd such as Kafka and Céline; and practitioners of the absurd outside of France (such as Pinter, Albee, and Barthes).

Proust
FREN-UA 771  When conducted in English, numbered FREN-UA 871 and also open to French majors who read the work in the original and do their written work in French. Offered periodically. 4 points. Reading of Remembrance of Things Past. Major topics include the novel as confession, the unconscious and creation, perception and language, sexuality, decadence, the artistic climate in Europe and France from the end of the 19th century through World War I, and the hero as artist.

Beckett
FREN-UA 774  When conducted in English, numbered FREN-UA 874. Offered periodically. 4 points. Study of Samuel Beckett’s diverse work and the unifying element of the human condition as two complementary components: the impossibility of existence and the need to voice that impossibility. Works include Molloy, The Unnamable, Waiting for Godot, Endgame, Cascando, 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 every other year. 4 points. Surveys French cinema from 1895 to the present day. Formal issues are discussed in the context of French civilization. Students are required to regularly cross the perspectives of history and cinema studies. The following movements and schools are discussed: the Lumière brothers’ realism versus Méliès’s transformation of reality; the international avant-garde of the 1920s (impressionism, surrealism, dadaism); poetic realism (Vigo, Carné, Renoir); the New Wave (Truffaut, Godard, Resnais); political modernism in the context of May 1968; the advent of the “Cinéma du Look”; and postmodernity (Besson, Beineix).

Modern Criticism and Theory of Literature
FREN-UA 863  Prerequisite: two advanced literature courses or permission of the department. Offered periodically. 4 points.

Introduction to contemporary methods of criticism and an approach to problems in the theory of literature. Readings of a few primary authors, such as Racine, Proust, Baudelaire, and Flaubert, who have recently been the object of major critical reevaluation, along with the works of such pertinent critics as Mauron, Jakobson, Sartre, and Barthes. Emphasis is on a clear understanding of the critical methods and their theoretical implications.

Theatre in the French Tradition
FREN-UA 929  When conducted in English, numbered FREN-UA 829 and also open to French majors who read the works in the original and do their written work in French. Offered periodically. 4 points. Study of the theatrical genre in France, including the golden-age playwrights (Corneille, Racine, Molière), 18th-century irony and sentiment, and the 19th-century theatrical revolution. Topics include theories of comedy and tragedy, the development of stagecraft, and romanticism and realism. Also, the theatre as a public genre, its relationship to taste and fashion, and its sociopolitical function.

The Image of Human Experience in the French Novel
FREN-UA 932  When conducted in English, numbered FREN-UA 832 and also open to French majors who read the works in the original and do their written work in French. Offered periodically. 4 points. Man’s attempt to come to terms with himself and his universe has been the central impetus of all great literature. Covers the changing image of man through the centuries in the works of French writers of international repute: Voltaire in his philosophical tales; Diderot as a precursor of the modern novel; Stendhal in The Red and the Black; Flaubert in Madame Bovary; and Proust, Camus, and Beckett, all of whom have attempted to define man in relation to the major problems of his existence.

Women Writers in France
FREN-UA 935  Identical to SCA-UA 740. When conducted in English, numbered FREN-UA 835 and also open to French majors who read the works in the original and do their written work in French. Offered every other year. 4 points. The rich and diverse literary works by women express their individuality and their important social and cultural role in France from the 12th century to the present. Studies both the changing sociohistorical context of these writers and the common problems and themes that constitute a female
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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.
Courses on subjects of special interest by either a regular or visiting faculty member. For specific courses, please consult the current class schedule. Recent topics include Paris in history, art, and literature; la Belle Époque; and Paris and the birth of modernism.

**Topics in French Literature**
FREN-UA 968  When conducted in English, numbered FREN-UA 868. Offered every year. 4 points.
Courses on subjects of special interest by either a regular or visiting faculty member. For specific courses, please consult the class schedule. Recent topics include French 17th-century masterpieces and the theatre of the absurd.

**Internship in French**
FREN-UA 980, 981  Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.
Offers upper-level students the opportunity to apply their studies to the “outside world.” Working closely with a sponsor and a faculty adviser, students pursue internships in such diverse areas as international trade, banking, publishing, and law. Interested students should apply to the department early in the semester before they wish to begin their internship.

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

**Honors Senior Thesis**
FREN-UA 995  Corequisites: FREN-UA 991 or FREN-UA 992 and permission of the department. Offered in the fall and spring. 4 points over two semesters.

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

**Courses Conducted in English**
The following courses, numbered FREN-UA 8XX, are conducted in English. Majors may count one of these courses toward the major if they complete all the written work in French. (Permission of the director of undergraduate studies is required.) These courses may be counted toward the minor in French literature in translation and the minor in literature in translation. No knowledge of French is required.

**Metaphors of Modern Theatre**
FREN-UA 822  Identical to DRLIT-UA 267. 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 the theatre as metaphor and artistic process. Analyzes plays in detail, thematically and stylistically. Views each play as a highlight of nonrealistic theatre and as a brilliant example of the sensibilities of European artists and thinkers in the period beginning just after World War I (Pirandello) to World War II (Sartre) and the postwar period, the post-Hiroshima generation (Beckett).

**Theatre in the French Tradition**
FREN-UA 829  When conducted in French, numbered FREN-UA 929. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered periodically. 4 points.
For description, see Theatre in the French Tradition (FREN-UA 929), above.

**Contemporary French Novel**
FREN-UA 831  When conducted in French, numbered FREN-UA 731. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered periodically. 4 points.
For description, see Contemporary French Novel (FREN-UA 731), above.

**The Image of Human Experience in the French Novel**
FREN-UA 832  When conducted in French, numbered FREN-UA 932. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered periodically. 4 points.
For description, see The Image of Human Experience in the French Novel (FREN-UA 932), above.

**Women Writers in France**
FREN-UA 835  Identical to SCA-UA 740. When conducted in French, numbered FREN-UA 935. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered periodically. 4 points.
For description, see Women Writers in France (FREN-UA 935), above.
French Poetry from Baudelaire to the Present
FREN-UA 841  When conducted in French, numbered FREN-UA 741. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered periodically. 4 points.
For description, see French Poetry from Baudelaire to the Present (FREN-UA 741), above.

Versailles: Life as Art in the Age of Grandeur
FREN-UA 850  When conducted in French, numbered FREN-UA 150. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered periodically. 4 points.
For description, see Versailles: Life as Art in the Age of Grandeur (FREN-UA 150), above.

Contemporary France
FREN-UA 864  When conducted in French, numbered FREN-UA 164. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered periodically. 4 points.
For description, see Contemporary France (FREN-UA 164), above.

Topics in French Culture
FREN-UA 865  When conducted in French, numbered FREN-UA 965. Offered every year. 4 points.
The department offers occasional courses on subjects of special interest to either a regular or visiting faculty member. For description, see Topics in French Culture (FREN-UA 965), above.

La Belle Époque: Modes of Artistic Expression and Life
FREN-UA 866  When conducted in French, numbered FREN-UA 166. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). 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.

Existentialism and the Absurd
FREN-UA 867  When conducted in French, numbered FREN-UA 767. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered periodically. 4 points.
For description, see Existentialism and the Absurd (FREN-UA 767), above.

Topics in French Literature
FREN-UA 868  When conducted in French, numbered FREN-UA 968. Offered every year. 4 points.
The department offers occasional courses on subjects of special interest to either a regular or visiting faculty member. For specific courses, please consult the current class schedule.

Proust
FREN-UA 871  When conducted in French, numbered FREN-UA 771. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered periodically. 4 points.
For description, see Proust (FREN-UA 771), above.

Beckett
FREN-UA 874  When conducted in French, numbered FREN-UA 774. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered periodically. 4 points.
For description, see Beckett (FREN-UA 774), above.

History of French Cinema
FREN-UA 878  When conducted in French, numbered FREN-UA 778. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.
For description, see History of French Cinema (FREN-UA 778), above.

Interdisciplinary Courses
The Department of French sponsors the following interdisciplinary courses and, in some cases, cosponsors them with other departments. No knowledge of French is required. Courses may be counted toward the minor in French literature in translation or the minor in literature in translation, but not toward the major in French.

The Age of Romanticism
FREN-UA 501  Identical to COLIT-UA 501. Offered periodically. 4 points.
Designed to examine a specific period of European
culture and history in several distinct national traditions, through a variety of methodologies. The focus is both broad and specific. The uniqueness of separate romantic manifestations (prose, poetry, theatre, music, and the plastic arts), as well as the relationships between them, constitute the core of inquiry.

**Cinema and Literature**

**FREN-UA 883** Identical to **DRLIT-UA 504**.

*Conducted in English. Does not count toward the major in French but does count toward the minor in French literature in translation or the minor in literature in translation. Offered every semester. 4 points.*

Exposes the student to various modes, such as expressionism, social realism, and the projection of the hero. One film is viewed per week and analyzed with reading assignments that include novels, plays, and poems. The objective is to exploit the potentiality of different media and to make vivid and intellectual the climate of Europe on which these media so often focus.

**Graduate Courses Open to Undergraduates**

Courses in the Graduate School of Arts and Science are open to seniors with a 3.5 average in three 4-point courses (12 points) of advanced work in French. If these courses are offered toward the requirements for the baccalaureate degree, no advanced credit is allowed for them in the graduate school. Before registering for these courses, students must obtain the permission of the director of undergraduate studies.

A complete list of graduate courses open to qualified seniors is available in the department each semester.
Major/Minor in

Gender and Sexuality Studies

www.genderandsexuality.as.nyu.edu • 20 Cooper Square, 4th Floor, New York, NY 10003-7112 • Phone: 212-992-9650

Director of Gender and Sexuality Studies
Professor Dinshaw

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.

FACULTY

Professors
Dinshaw, Duggan, Harper, Morgan, Pratt, Stacey

Associate Professors
Gopinath, Saldaña

Assistant Professors
Parikh, Ralph, Tu

PROGRAM

Major

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 laid out below.

Two introductory courses (can 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:

• Five designated gender and sexuality studies courses
• Two common electives; a list will be available each semester

Two research courses:

• Internship Fieldwork and Internship Seminar (SCA-UA 40 and SCA-UA 42), related to gender and sexuality studies
• Senior Research Seminar (SCA-UA 90), pertinent to gender and sexuality studies

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

Minor

A gender and sexuality studies minor requires five courses (20 points): the introductory course Approaches to Gender and Sexuality Studies (SCA-UA 401), plus four designated elective courses listed by the program.

Honors

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
MAJOR/MINOR IN GENDER AND SEXUALITY STUDIES

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

### COURSES

#### Introductory Core

**Concepts in Social and Cultural Analysis**  
SCA-UA 1  4 points.  
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific/American Studies (A/P/A), Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (e.g., property, work, technology, nature, popular culture, consumption, and knowledge), each one considered within a two-week unit.

**Approaches to Gender and Sexuality Studies**  
SCA-UA 401  Offered at least once a year. 4 points.  
Designed to interest and challenge both the student new to the study of gender and sexuality and the student who has taken departmental courses focusing on women, gender, and/or sexuality. Through a focus on particular issues and topics, explores the construction of sex, gender, and sexuality; gender asymmetry in society; sexual normativity and violations of norms; and the interactions of sex, gender, sexuality, race, class, and nation. This interdisciplinary course engages materials and methodologies from a range of media and disciplines, such as literature, the visual arts, history, sociology, psychology, and anthropology. Examines both feminist and nonfeminist arguments from a variety of critical perspectives.

#### Research Core

**Senior Research Seminar**  
SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1) and Approaches to Gender and Sexuality Studies (SCA-UA 401). Offered in the fall. 4 points.  
An advanced research course in gender and sexuality studies, which culminates in each student completing an extended research paper that makes use of various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in gender and sexuality studies. Majors must take this class in the fall of their senior year.

#### Honors Track

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

#### Internship Program

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

**Internship Seminar**  
The 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 gender and sexuality and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in exploring professional career paths. Open to juniors and seniors. Interview and permission of the director of internships required.

#### Independent Study

**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.

#### Elective Courses

**Intersections: Gender, Race, and Sexuality in U.S. History and Politics**  
SCA-UA 230  Offered in the fall. 4 points.  
Drawing on the histories of African, Asian, Latino,
European, and Native Americans of both genders and many sexualities, explores the complex and important intersection of gender, race, and sexuality in the United States from the 17th century through the 20th, in historically related case studies. Starting in the period of European imperialism in the Americas, examines the ways that gender, race, and sexuality shaped cultural and political policies and debates surrounding the Salem witch trials; slavery, abolition, and lynching; U.S. imperialism in Puerto Rico and Hawaii; the politics of welfare and reproduction; cultural constructions of manliness, masculinity, and citizenship; and responses to the AIDS pandemic in a global context.

Queer Cultures
SCA-UA 450 Prerequisite: Approaches to Gender and Sexuality Studies (SCA-UA 401) or permission of the instructor. 4 points.
Develops concepts of queerness and queer cultures through historical and theoretical research. Topics might include the historical shift from an emphasis on homosexual acts to homosexual persons; the history of the study of gays and lesbians by the medical, 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. Offered every year. 4 points.
Allows students to explore theoretical issues in gender and sexuality studies on an advanced level. Theoretical arenas vary and may include feminist theory; queer theory; psychoanalysis; postcolonial theory; border theory; social movements; postmodernity; performativity; theories of history, culture, and representation; intersectionality. See course schedule for current description.

Gender, Nation, and the Colonial Condition
SCA-UA 480 Prerequisite: Approaches to Gender and Sexuality Studies (SCA-UA 401) or permission of the instructor. 4 points.
Advanced-level course. An interdisciplinary and comparative inquiry into the historical and contemporary linkages between gender dynamics, the culture of nationalism, and the politics of colonialism on an international scale. Studies different perspectives on the national question— as a liberation movement, as a political ideology, and as a mechanism for inclusion/exclusion.

Queer Literature
SCA-UA 482 Identical to ENGL-UA 749.
Prerequisite: one course in literature, or Approaches to Gender and Sexuality Studies (SCA-UA 401), or permission of the instructor. 4 points.
Develops notions of queerness—deviation from a sexed and gendered norm—through detailed exploration of literary texts in a variety of genres. Historical period and national focus (British, American, Commonwealth) may vary; consult the schedule of classes for current focus.

Sex, Gender, and Globalization
SCA-UA 484 Prerequisites: Approaches to Gender and Sexuality Studies (SCA-UA 401) and one introductory social sciences course, or permission of the instructor. 4 points.
If pushed to choose a single term to describe this historical moment, many might choose “globalization” to describe the contemporary world. Everything seems to be “going global”—media, markets, movements. Have sex and gender “gone global” as well? This course approaches this question by identifying key concepts and frameworks in the field of feminist geography. Specific issues include transnational queer communities, international reproductive politics, sex tourism, and cybersex.

Transgender: Histories, Identities, Politics
SCA-UA 485 Identical to ANTH-UA 848.
Prerequisites: Approaches to Gender and Sexuality Studies (SCA-UA 401) and one of the following: Concepts in Social and Cultural Analysis (SCA-UA 1), an introductory-level course in the social sciences, or permission of the instructor. 4 points.
Investigates transgender identities, movements, and communities as they have arisen in particular historical, political, social, and cultural conditions. At the heart of this course is a series of questions about transgender’s origins, enabling functions, exclusions, problems, and possibilities.

Sexual Rights, Sexual Wrongs: Sex Work, Pornography, and Other Controversies
SCA-UA 487 Prerequisite: Approaches to Gender and Sexuality Studies (SCA-UA 401). 4 points.
Introduces undergraduate students to the central concepts of “sexual rights,” which have emerged recently from both community action and multidisciplinary academic perspectives. Through an exploration of academic, legal, and activist
perspectives, students are encouraged to formulate analyses of a variety of themes, such as women’s sexual rights, migration and sexuality, heterosexuality, HIV and public health, gay/lesbian/bisexual/transgender rights, sex work, and pornography and the "sex wars."

**Medieval Misogyny**
SCA-UA 488  Prerequisite: one English course, one gender and sexuality studies course, or permission of the instructor. Offered every other year. 4 points.
Beginning with the biblical story of creation and moving through the powerful gendered tradition established by Saint Paul, this course will look at key texts of the Western Middle Ages (in modern English translation) in which men lay down the law, and occasionally women talk back. Other works we will take up include the letters of Abelard and Heloise, the fictive but larger than life Wife of Bath, and the imagined feminine utopia of Christine de Pizan.

**Topics in Gender and Sexuality Studies**
SCA-UA 493  Offered every semester. 4 points.
In-depth study of a particular problem or research area within gender and sexuality studies. See course schedule for current topic.

**Related Courses**

**Sex and Gender**
SCA-UA 704  Identical to SOC-UA 21. 4 points.
See description under Sociology.

**Family and Kinship**
SCA-UA 705  Identical to ANTH-UA 41. 4 points.
See description under Anthropology.

**Sex, Gender, and Language**
SCA-UA 712  Identical to LING-UA 21. 4 points.
See description under Linguistics.

**Gay and Lesbian Theatre**
SCA-UA 714  Identical to DRLIT-UA 137, THEA-UT 624. 4 points.
See description under Dramatic Literature.

**Women in European Society Since 1750**
SCA-UA 716  Identical to HIST-UA 196. Nolan. 4 points.
See description under History.

**Social Movements, Protest, and Conflict**
SCA-UA 717  Identical to SOC-UA 205. 4 points.
See description under Sociology.

**Gender and Choices**
SCA-UA 719  Identical to ECON-UA 252. 4 points.
See description under Economics.

**Law and Society**
SCA-UA 722  Identical to POL-UA 335. Harrington. 4 points.
See description under Politics.

**Gender in Law**
SCA-UA 723  Identical to POL-UA 336. 4 points.
See description under Politics.

**The Family**
SCA-UA 724  Identical to SOC-UA 451. 4 points.
See description under Sociology.

**Sexual Diversity in Society**
SCA-UA 725  Identical to SOC-UA 511. 4 points.
See description under Sociology.

**Feminism and Theatre**
SCA-UA 726  Identical to DRLIT-UA 240, THEA-UT 623. Martin. 4 points.
See description under Dramatic Literature.

**Gender in U.S. History Since the Civil War**
SCA-UA 727  Identical to HIST-UA 635. 4 points.
See description under History.

**Women and Slavery in the Americas**
SCA-UA 730  Identical to HIST-UA 660. 4 points.
See description under History.

**Women and War: Contemporary Arabic Literature and Film**
SCA-UA 731  Identical to MEIS-UA 714, COLIT-UA 714. 4 points.
See description under Middle Eastern and Islamic Studies.

**Gender and Judaism**
SCA-UA 732  Identical to HBRJD-UA 718, RELST-UA 815. 4 points.
See description under Hebrew and Judaic Studies.

**Journalism and Society: Women and the Media**
SCA-UA 733  Identical to JOUR-UA 720. 4 points.
See description under Journalism.

**Representations of Women**
SCA-UA 734  Identical to ENGL-UA 755. 4 points.
See description under English.

**Israeli Women Writers: The Second Wave**
SCA-UA 735  Identical to HBRJD-UA 783. Taught in Hebrew. 4 points.
See description under Hebrew and Judaic Studies.
MAJOR/MINOR IN GENDER AND SEXUALITY STUDIES

Seminar: Women and Islamic Law
SCA-UA 736  Identical to MEIS-UA 783. 4 points.
See description under Middle Eastern and Islamic Studies.

Topics in Women's History
SCA-UA 737  Identical to HIST-UA 820. 4 points.
See description under History.

Women Writers in France
SCA-UA 740  Identical to FREN-UA 935. When conducted in English, this course is numbered SCA-UA 835 and is identical to FREN-UA 835. 4 points.
See description under French.
DEPARTMENT OF

German

www.german.as.nyu.edu • 19 University Place, New York, NY 10003-4573 • Phone: 212-998-8650

Chair of the Department
Professor Goebel

Director of Undergraduate Studies
Assistant Professor/Faculty Fellow Hoecker

Coordinator of the Language Program
Dr. Dortmann

The department’s undergraduate program offers a broad range of courses in the language, cultures, and literatures of German-speaking countries. The department offers a major in German literature and culture, a joint major in German and linguistics, and a minor in German language.

Along with its German language program, the department offers interdisciplinary courses taught in English that address issues of German culture, history, philosophy, art, and literature for students who do not have German language skills.

The department sponsors the activities of the German Club, as well as a series of annual awards in recognition of outstanding achievement by undergraduate students in the study of German language and literature. Deutsches Haus, the German cultural center at NYU, provides a varied program of films, concerts, lectures, and exhibitions.

The Department of German places high priority on fostering personal contact between faculty and students, maintains relatively small class sizes (15 or fewer students, on average), and offers comfortable spaces for socializing, studying, and holding informal meetings. Advanced courses and some basic language courses are taught by full-time faculty members, all of whom are also involved in student advising.

FACULTY

Professors Emeriti
Becker, Guilloton, Herzfeld-Sander, Hüppauf, Sander

University Professor; Professor of Comparative Literature and German
Ronell

Professors
Baer, Goebel

Associate Professor
Ulfers

Assistant Professors/Faculty Fellows
George, Hoecker

Senior Language Lecturer
Dortmann

Adjunct Associate Professor
Cohen

Global Distinguished Professors
Bronfen, Žižek

PROGRAM

The prerequisite for all majors in the department is the completion of German language training through the intermediate level (GERM-UA 4 or GERM-UA 20). Students who have received equivalent language training elsewhere may satisfy the prerequisite through the departmental placement examination. Students who wish to major or minor in German must register with the department and have their programs approved by the director of undergraduate studies or the director of language programs. Majors and minors will be assigned a departmental adviser, usually the director of undergraduate studies, with whom they should consult before registering each semester.

Major Program

German Literature and Culture

The major consists of eight 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.

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)
DEPARTMENT OF GERMAN

• 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 of study abroad.

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, work-study in Germany, or internship work may also be counted toward the major.

Major in German and Linguistics

This joint major requires a total of nine 4-point courses (36 points).

The German part of this major is satisfied by taking four 4-point courses (16 points) beyond the intermediate level:
  • An 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)
  • An 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 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)
    • Syntax and semantics (LING-UA 4)
    • Computational linguistics (LING-UA 3, LING-UA 24)
    • Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

Minor Program

The minor program requires five 4-point courses (20 points) in German, including at least two courses at the 100 level or above. Courses taught in English and independent studies do not count toward the minor.

Combined B.A./M.A. Program in German

The B.A./M.A. program in German is designed to prepare undergraduate students for career choices requiring advanced knowledge of German language, literature, and culture or a sophisticated understanding of the German intellectual and critical traditions. The four-year undergraduate component of the program includes one semester of study abroad and leads to the B.A. degree. Students in this portion of the program develop their language skills and cultural awareness and examine significant works and authors of German literature.

Eligibility

Students must have completed 48 points of credit of undergraduate work, with at least 16 of these points completed at NYU, 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 also meet the following minimum requirements for admission to the program:

- Primary major in German
- GPA of at least 3.5 overall and at least 3.6 in German
- Satisfactory completion at NYU, by the start of the first semester in the program, of at least two 4-point courses in German at the advanced level
- Evidence of overall language competency in German sufficient for successful advanced undergraduate and graduate study

**Degree Requirements**

Study abroad: Undergraduates accepted into the B.A./M.A. program are required to spend at least one semester studying abroad in one of the NYU exchange programs in a German-speaking country. The study abroad requirement may be waived by the department in consideration of special circumstances. Summer study in an approved program may be used to satisfy the study abroad requirement.

**Master’s Thesis**

Students are required at the end of the fifth year of the program to submit a master’s thesis, which should represent the culmination of a longer-term research effort.

**General Information**

**Program Approval and Advising**

Students who wish to major or minor in German must register with the department and have their programs approved by the director of undergraduate studies or the director of language programs. Majors and minors will be assigned a departmental adviser, with whom they should consult before registering each semester.

**Study Abroad**

Students pursuing the major in German are encouraged to complete some of the requirements by spending a semester abroad at one of the NYU exchange sites in Berlin (Freie or Humboldt University), Bonn, or Vienna. NYU financial aid can be applied to the costs of living and studying at any of these exchange institutions, and NYU academic credit is awarded directly for courses taken. Students may study abroad for one semester or a full year, usually in the junior year, with the approval of the major department(s). The minimum requirement for any of the exchange programs is successful completion of 64 points of undergraduate course work and a 3.0 GPA. Both programs in Berlin require proficiency in German; the programs in Bonn and Vienna offer some courses in English.

**NYU in Berlin (Fall and Spring Semester Program)**

NYU in Berlin is a semester- or year-long study abroad program 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. At least one course must be taken in German.

**NYU in Berlin (Summer Program)**

The department offers a six-week summer program in Berlin. The program consists of language courses and culture courses (in English), which may be applied to the major or minor.

**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**

This student-run group is open to interested undergraduates at all levels of German language ability. The
German Club sponsors several activities each month during the academic year, including conversation hours, films, restaurant visits, and parties.

**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.

**Honors Program**

**Eligibility**

The departmental honors program is open to students majoring in German. Students are 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 for the honors program are an overall GPA of 3.65 and an average of 3.65 in the major. Each student in the honors program should select an honors adviser from among the undergraduate teaching faculty of the department.

**Requirements for Honors in German**

In the senior year, students must register for Honors Seminar (GERM-UA 999) in the fall and Honors Thesis (GERM-UA 500) in the spring, and work under the guidance of a faculty member to produce a research paper of 40 to 60 pages. The thesis can be written in German or English. If it is written in English, the student must also write an abstract of five to seven pages in German. There will also be a one-hour oral defense of the senior thesis with two faculty members.

**Placement**

All students with previous study of German should take a placement examination before registering for their first courses in those languages; see "Placement Examinations" in the Academic Policies section of this Bulletin. The departmental placement process consists of a consultation with the director of language programs to choose the level of language instruction most appropriate to the individual student's needs and abilities.

**Language Requirement**

The department offers courses allowing students to complete the College of Arts and Science language requirement in German. Students may choose either the extensive sequence of four 4-point courses or the intensive sequence of two 6-point courses. Students planning to major in German are advised to follow the intensive sequence.

**Basic Language Courses in German**

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

**Extensive Sequence**

**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  Continuation of GERM-UA 1. 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  Continuation of GERM-UA 3. Prerequisite: Intermediate German I (GERM-UA 3), assignment by placement examination, or permission of the department. Offered every semester. 4 points.
Intensive Sequence

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.

Postintermediate Courses in Language, Culture, and Literature (100 Level)
These are “bridge” courses between basic language study and more advanced courses. The common goal of courses at this level is to consolidate students’ command of spoken and written German, to review advanced structures of the language, and to provide core information that will be needed in advanced study of literature and culture. Particular emphasis is placed on the development of complex reading and writing skills and their integration with speaking skills. All courses at this level are conducted in German. All German courses at the 100 level require successful completion of 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 through an examination of the metropolis 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. An emphasis is placed on refining written expression, honing listening and reading skills, and a review of grammar.

Introduction to German Literature
GERM-UA 152 Offered every year. 4 points.
Required for the German major. Introduces students to representative authors and works of German literature, with emphasis on the modern period. Students learn basic conventions of literature and literary interpretation, as well as strategies for the effective reading of shorter and longer prose works, drama, and poetry. Guided writing assignments focus on developing the language skills necessary for effective written analysis and interpretation of literary texts in German.

Techniques of Translation
GERM-UA 153 Offered periodically. 4 points.
Introduces students to the history, theory, and practice of translation through German and English texts taken from a variety of cultural backgrounds. While engaging in the craft of translation firsthand, students encounter diverse grammatical, syntactical, and stylistic problems, thus gaining a deeper understanding of the German language. Also stresses the acquisition of vocabulary and complex idiomatic structures necessary for effective reading comprehension, as well as written expression.
Advanced Literature and Culture Courses Conducted in English
(200 Level)

Courses at the 200 level are conducted in English. Literature-oriented courses at this level may count in fulfillment of the 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.
German thinkers and artists have exerted a profound influence on the history of philosophy, aesthetics, literature, and science. This course aims not only at providing an introduction to crucial periods and events in German cultural history since the Enlightenment, but also at familiarizing students with some of the most 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; as well as 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 sense of ground and foundation in terms of the origins of current discussions. Includes considerations of literary phenomena, critical legal studies, feminist and deconstructive theories, the Frankfurt School, and psychoanalysis.

Topics in German Cinema
GERM-UA 253  Offered periodically. 4 points.
Introduces special topics in acquainting students with significant contributions emerging from the German cinematic tradition. Selections are studied generically, thematically, or by historical period. Emphasis is also placed on issues of film analysis and theory. Possible course topics are new German cinema, film and feminism, early German film, and film and nationalism.

Modernism
GERM-UA 265  Offered periodically. 4 points.
Focuses on the emergence of mass culture and shows how the modernist and avant-garde movements question the very institution of art in work. Materials include works of literature, theory, film, and the visual arts.

Madness and Genius
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, although readings consist primarily
of short works and excerpts. Readings are drawn from literary and nonliterary sources.

It is recommended that students 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. Concerned with the historical and intellectual background of the period and the confrontation with both the past and the future in representative works.

Modern German Drama
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 neonautistic 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.
Course focuses on 19th-century German literature by examining 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 linguisti-
cally 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 Humanitätsdichtung as successive stages of the expansion of consciousness in an age in which Goethe was the central, but not the only significant, literary figure. Readings include Herder, Von der Urpoesie der Völker and selected poems; Lenz, Die Soldaten; Schiller, Die Räuber, Kabale und Liebe, Maria Stuart, and selected poems; and Hölderlin, selected poems.

Faust
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 Urfant; 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 a revolution and ended with the takeover by the Nazis. During these few years, German modernism evolved from expressionism to the aesthetics of new sobriety (*Neue Sachlichkeit*). From the more traditional (Thomas Mann, Hermann Hesse) to the experimental and revolutionary (Bertolt Brecht, Anna Seghers), the works of this period draw into question its subsequent glorification as the golden ’20s. Readings include works by Brecht, Hesse, Roth, Seghers, Klaus Mann, and Thomas Mann.

Minority Discourses
GERM-UA 475  Offered periodically. 4 points.
In recent years, literary productions have emerged that fall under the heading of “minority” literatures, often understood as texts written in German by so-called foreigners. This course examines this notion critically and also analyzes the impact of individual works in relation to current debates on multiculturalism, integration, and national identity.

Seminar on 19th-Century Authors
GERM-UA 487  Offered periodically. 4 points.

Seminar on 20th-Century Authors
GERM-UA 488  Offered periodically. 4 points.
Each of these courses provides advanced students of German with an in-depth knowledge of one major author of either the 19th or 20th century. Works of the chosen author are examined in terms of how he or she contributes to, and possibly challenges, prevailing aesthetic, political, and cultural trends of his or her time.

Honors and Independent Study

Honors Thesis
GERM-UA 500  Prerequisite: permission of the department. Offered in the spring. 4 points.

Honors Seminar
GERM-UA 999  Prerequisite: permission of the department. Offered in the fall. 4 points. Advanced seminar for honors students.

Internship
GERM-UA 977, 978  Prerequisite: permission of the department. Offered periodically. 2 or 4 points per term.

Work-Study in Germany
GERM-UA 985  Prerequisite: permission of the department. Offered periodically. 2 to 6 points. Consult the director of undergraduate studies for information.

Independent Study
GERM-UA 990  Prerequisite: permission of the department. May be repeated for credit. Offered every semester. 2 or 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.
NYU’s Global Institute of Public Health provides students in the College of Arts and Science (CAS) with instructors, advisers, and courses drawn from the entire University. The highly selective, demanding undergraduate major in Global Public Health (GPH) allows students to choose a course of study that is a combination of public health and a discipline housed in the College. (GPH is not a stand-alone major.)

Students in CAS may choose one of the following combinations for a GPH major:

- Global Public Health/Anthropology
- Global Public Health/History
- Global Public Health/Sociology
- Global Public Health and Science (with a choice of three tracks):
  - Biology Track
  - Chemistry Track
  - Prehealth Track

In all of these majors, students will take required courses in the six core public health areas:

- Biostatistics
- Epidemiology
- Health policy
- Environmental health
- Sociobehavioral health
- A global public health internship

They will also take courses in their chosen major department within CAS, with the exact number of courses varying by major. Students fill out their coursework with relevant electives (in global public health and/or the CAS major department) and the study of a foreign language.

Study away for one semester at an NYU Global site is a requirement of the GPH combined majors.

The GPH majors have been approved by the State of New York and are tentatively scheduled to launch in the fall of 2013.
The Skirball Department of Hebrew and Judaic Studies seeks to present an integrated program in Hebrew language and literature, as well as a full range of offerings in Jewish history, philosophy, and the arts. The department draws together the vast resources of New York University in this growing field. Qualified students are encouraged to enroll in appropriate graduate courses. Students from other departments have the opportunity to broaden their knowledge and understanding of major events and ideas that shaped the development of Jewish civilization and culture. Courses are taught by a diverse faculty whose fields include biblical studies, post-biblical and Talmudic literature; modern Hebrew literature; history of the Jews in the medieval and modern periods; Jewish philosophy; Jewish mysticism; and the history, politics, society, and culture of the modern State of Israel.

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. The Skirball Department sponsors a wide range of conferences, lectures, and colloquia that expose students to current research and thought in the various areas of Jewish studies. Many special programs are conducted by the Taub Center for Israel Studies and the Goldstein-Goren Center for the Study of American Jewry, which are headed by members of the department. The department also collaborates closely with the Departments of History, English, Classics, Comparative Literature, Social and Cultural Analysis, and Middle Eastern and Islamic Studies, as well as with the Kevorkian Center for Near Eastern Studies and the Programs in Ancient Near Eastern and Egyptian Studies, Metropolitan Studies, Global Liberal Studies, and Religious Studies.

The Bobst Library at New York University contains extensive holdings of Judaica and Hebraica. The nearby Hebrew Union College-Jewish Institute of Religion opens its library to NYU students by special arrangement. In general, New York City offers students interested in Hebrew and Judaic studies a wide range of resources, both academic and cultural.

**FACULTY**

**Professors Emeriti**
- Ivry, Levinem, Schiffman
- Maurice R. and Corinne P. Greenberg Professor of Holocaust Studies
  - Engel
- Abraham I. Katsh Professor of Hebrew Culture and Education
  - Feldman
- Judge Abraham Lieberman
- Professor of Hebrew and Judaic Studies
  - Wolfson

**Skirball Professor of Bible and Near Eastern Studies**
- Smith

**Skirball Professor of Modern Jewish History**
- Kaplan

**Skirball Professor of Talmud and Rabbinic Literature**
- Rubenstein

**Paul and Sylvia Steinberg Professor of American Jewish Studies**
- Diner

**Marilyn and Henry Taub Professor of Israel Studies**
- Zweig

**Professor**
- Fleming

**Assistant Professor**
- Gottlieb

**Assistant Professor/Faculty Fellow**
- Ariel

**Clinical Associate Professors**
- Estralkh, Roth

**Global Distinguished Professor**
- Rabinovich

**Senior Language Lecturer**
- Kamelhar

**Language Lecturers**
- Marom, Ben-Moshe
Program

Major

A major in Hebrew and Judaic Studies requires a minimum of nine 4-point courses (36 points). 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 class may be double-counted toward the requirements of another department.

Minor

A minor in Hebrew and Judaic Studies requires the completion of four 4-point courses (16 points) from the department 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.

Honors Program

Students who have been in residence at New York University for at least two full years, have completed 64 points of graded work, and maintained GPAs (overall and major) of at least 3.65 may apply for the honors program. As part of their major requirements, honors students must complete at least two graduate courses or honors seminars in the department. In addition to the major requirements, students must register for Independent Study (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

The Morse Academic Plan language requirement can be fulfilled by completion of either the standard four-semester sequence of Elementary and Intermediate Hebrew (HBRJD-UA 1 through HBRJD-UA 4) or the three-semester sequence of Intensive Elementary Hebrew (HBRJD-UA 6) followed by Intermediate Hebrew I and II (HBRJD-UA 3 and HBRJD-UA 4).

All students wishing to enroll in a Hebrew language course must take a placement examination whether they have studied Hebrew previously or not. Placement of students in Hebrew language courses is explained in the Academic Policies section of this Bulletin under the heading “Placement Examinations.” Under no circumstances may students decide on their own in which level of Hebrew they belong.

Introductory Language Courses

Elementary Hebrew I

HBRJD-UA 1  Identical to MEIS-UA 301. 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  Identical to MEIS-UA 302. 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  Identical to MEIS-UA 303. 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 are read to expand vocabulary and grammatical knowledge, with conversation and composition exercises built around the texts. Introduces selections from Israeli media. Addresses the relationship between classical and modern Hebrew.
Intermediate Hebrew II
HBRJD-UA 4  Identical to MEIS-UA 304. 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.

Intensive Elementary Hebrew
HBRJD-UA 5  Identical to MEIS-UA 311. Offered irregularly. 6 points.
Completes the equivalent of a full year of elementary Hebrew in one semester. For description, see Elementary Hebrew I (HBRJD-UA 1).

Advanced Language Courses

Advanced Hebrew: Conversation and Composition
HBRJD-UA 11  Offered every other year. 4 points.
Aimed at training students in exact and idiomatic Hebrew usage and at acquiring facility of expression in both conversation and writing. Reading and discussion of selections from Hebrew prose, poetry, and current periodical literature.

Advanced Hebrew: Structure of Modern Hebrew Grammar
HBRJD-UA 12  Offered every other year. 4 points.
Designed to provide a thorough grounding in Hebrew grammar with special emphasis on phonology, morphology, and syntax. Concentrated study of vocalization, accentuation, declensions, conjugations, and classification of verbs.

Advanced Hebrew: Writing and Reading Contemporary Hebrew
HBRJD-UA 13  Offered every other year. 4 points.
Reading and discussion of modern literary and expository works. Focuses on the many stylistic registers that modern Hebrew has developed. Intended to train students in fluent expository writing and advanced reading comprehension, concentrating on Hebrew idiom and vocabulary, emphasizing literary form and style of composition.

Hebrew of the Israeli Communications Media
HBRJD-UA 73  Offered periodically. 4 points.
Extensive selections from a representative range of Israeli media, including newspapers, magazines, and broadcasting. Stresses study of various approaches in the different media, as well as practical exercises in comprehending Israeli press styles.

Modern Hebrew Literature (in Hebrew)
Self and Other in the Israeli Short Story
HBRJD-UA 78  In Hebrew. Offered every other year. Feldman. 4 points.
Developments in the perception of the “Other” from 1948 to the present in ideologically engaged literature.

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

Advanced Readings in Modern Hebrew Literature
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.

Israeli Women Writers: The Second Wave
HBRJD-UA 783  Identical to SCA-UA 735. In Hebrew. Offered every other year. Feldman. 4 points.
In 1997, books by women writers reached the top of Israel’s best-seller list for the first time ever. What made the contemporary boom in Israeli women’s fiction possible? This course explores the place of national ideologies in Israeli culture and their conflict with feminist aspirations. Readings include writings by Israeli women, with special emphasis on the so-called second wave of the 1980s and 1990s through the present.

Modern Hebrew Literature in Translation
From Hebrew to Israeli Literature
HBRJD-UA 76  Identical to MEIS-UA 713. Offered every third year. Feldman. 4 points.
Comprehensive introduction to representative works of modern Hebrew literature from the writers of the Hebrew national renaissance of the late 19th century to the present. Focuses on thematic and structural analysis of texts in light of social and
intellectual movements of the period. Readings include selections from Peretz, Berdichevsky, Ahad Ha’am, Gnessin, Brenner, Agnon, Hazaz, Yehoshua, and Appelfeld.

**Israel: Fact through Fiction**
HBRJD-UA 780  Identical to MEIS-UA 698. Offered every other year. Feldman. 4 points.
Clashes between ideology and reality in the State of Israel. Eastern and Western cultures and the human impact of different sociopolitical structures in Israel are considered, primarily through translations from works by Yizhar, Yehoshua, Kahana-Carmon, Hareven, Oz, Amichai, Avidan, and Almog.

**Jewish History and Civilization**

**Ancient Israel**
MAP-UA 514  Offered every semester. Fleming, Smith. 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 monotheism, the literary representation of women and men, the construction of gender ideals, and the legislation of sex and bodily purity.

**The Bible as Literature**
HBRJD-UA 23  Identical to RELST-UA 23. Offered periodically. 4 points.
Over the past few decades, many readers have come to a fuller appreciation of the emotional and imaginative power of the Bible’s narratives, which still speak with remarkable clarity to our own sensibilities, leading one critic to characterize the Bible as a “full-fledged kindred spirit” of modernism. The course pursues this “kindred spirit,” using a broadly literary approach as its guide. While the focus is on narrative—the Pentateuch (Genesis to Deuteronomy) and the Former Prophets (Joshua to Kings), as well as shorter narrative books (Ruth, Jonah, and Esther)—it also studies Ecclesiastes and Job as ancient precursors to modern skepticism. Finally, it studies one modernist engagement with the Bible: Kafka’s Amerika.

**Food and Identity in the Middle East and Its Jewish Communities**
HBRJD-UA 36  Offered every other year. 4 points.
Studies the Middle East and its Jewish communities through an examination of culinary history and foodways. Particular attention is paid to food as a marker of class, ethnic, and religious identity. After a brief theoretical introduction to foodways literature, we examine cookery and culinary representation in the classical Islamic period as background for the modern era. Colonialism and a transition in the economic position of the Middle East transformed both the culinary preferences of the region’s inhabitants and relations between indigenous Jews and other religious communities. By the mid-20th century, most Middle Eastern Jews had immigrated to Europe, the United States, or Israel, further impacting their foodways. In the later period, we focus on food and memory; food and Sephardic identity formation; Israeli and Palestinian national cuisines; globalization and Middle Eastern food; and food copyrighting.

**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.

**Modern Jewish History**
HBRJD-UA 103  Identical to HIST-UA 99. Offered every year. Engel. 4 points.
Major developments in the history and culture of the Jews from the 16th to the 20th centuries, emphasizing the meanings of modernity in the Jewish context, differing paths to modern Jewish identity, and internal Jewish debates over the relative merits of modern and traditional Jewish values.

**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 relationship between Jews and Christians in the Middle Ages by examining both Christian and Jewish perspectives and delineating the variety of responses within each religious community to the other. The primary focus is on the European Middle Ages, but the origins of the argument a millennium earlier are also considered.
Judaism: From Medieval to Modern Times
HBRJD-UA 111  Identical to HIST-UA 98, MEDI-UA 683, MEIS-UA 680, RELST-UA 683. Offered every year. 4 points.
Intellectual-historical examination of continuities and discontinuities between medieval and modern Judaism as revealed in selected texts produced during the last thousand years. Emphasis is placed on how the interactions of Jewish thinkers with the cultures of their surroundings affected their understandings of Judaism.

The Jews in Medieval Spain
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. This course uses contemporary sources, from philosophical treatises to religious polemics to erotic love poetry, to introduce the history of this important Jewish community and its relationship to the Muslim and Christian societies that surrounded it. It considers economic, cultural, and religious interactions; mutual influence; and violent conflict.

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

Biblical Archaeology
HBRJD-UA 120  Identical to RELST-UA 120. Offered periodically. Fleming, Smith. 4 points.
Examination of the 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. The course investigates how archaeology provides evidence for evaluating the biblical text and reconstructing early Israelite history and concentrates on the period from the exodus and conquest of the Land of Israel 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.
The myths of the ancient Near East represent the earliest literary expressions of human thought. Students in this class read myths from ancient Egypt, Mesopotamia, Ugarit, Anatolia, and Israel, studying the myths themselves as literary works, as well as exploring the ideas and broader issues that shaped them. These myths, including both extensive literary masterpieces such as the Epic of Gilgamesh and shorter works such as the Flight of Etana to Heaven, offer a window into the religious mentality of the ancient Near East, which in turn laid the foundation for many elements of modern Western culture.

Modern Perspectives on the Bible
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 Dead Sea Scrolls, Judaism, and Christianity
HBRJD-UA 131  Identical to RELST-UA 807, MEIS-UA 807. Offered every year. 4 points.
Survey of the importance of the Dead Sea Scrolls for the history of early Judaism and Christianity. Reading and discussion of English translations of the major texts.

Topics in Criticism: Holocaust Literature
HBRJD-UA 133  Identical to ENGL-UA 711. Offered every other year. 4 points.
Considerations of the formal and ethical questions raised by authors, filmmakers, critics, and theorists about the representation and memorializing of the Nazi genocide of European Jews and its aftermath. Focuses on stylistically inventive literature, with some incursions into popular media such as cinema, television, comic books, and video games, including work by Cynthia Ozick, Edward Lewis Wallant, David Grossman, Georges Perec, Raymond Federman, Art Spiegelman, and Quentin Tarantino.
Ancient Egyptian Mortuary Traditions
HBRJD-UA 134  Offered every third year. Roth. 4 points.
Ironically, the mummies, tombs, and pyramids that furnish most of our evidence for life in ancient Egypt can be understood only in the context of the Egyptians' beliefs about death. The course surveys these beliefs and their evolution, examining translations of their mortuary texts and the art, artifacts, and architecture they created to deal with death. This interdisciplinary approach is then applied to the study of ancient Egyptian life and society.

The Land of Israel Through the Ages
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.

Judaism, Christianity, and Islam
HBRJD-UA 160  Identical to MEDJ-UA 25, MEIS-UA 800, RELST-UA 102. Offered every other year. 4 points.
For course description, see under Religious Studies in this Bulletin.

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.
Examines the relations between the Jewish community in Israel (including Palestine before the establishment of the state) and the American Jewish community from 1914 to 1992. Considers ideological issues (especially different views of Jewish collectivity), as well as political and diplomatic developments in the relations between Israel and the American Jewish community in the generation prior to the Six-Day War of 1967. Concludes with an examination of the internal Israeli political debates that have invoked the greatest concern among American Jews: the Law of Return, the peace process, and "who is a Jew?"

Jewish Migrations in the Modern Era
HBRJD-UA 176  Identical to HIST-UA 809. Offered every other year. 4 points.
Explores international migration as a shaping force in modern Jewish history. Since the 17th century, Jews have been involved in an ongoing process of shifting residences en masse from and within Europe, as well as from the Islamic lands. They have relocated to North and South America, South Africa, and Australia, as well as to Israel. This course explores many of the issues raised by the prominence of migration as a feature of modern Jewish migrations, including the similarities and differences between Jewish and non-Jewish migrations of the same time, the causes and structures of the migrations, and the impact of migration on the various aspects of integration in the receiving societies.

Ethnicity in the Jewish People in the State of Israel
HBRJD-UA 181  Zweig. 4 points.
Examines the interactions and relationships between the various Jewish ethnic groups in Israel: communities from the Middle East, North Africa, and Europe. The roots of ethnic identity are discussed, and the influences of modernization and nationalism are examined. Issues studied include the Zionist movement's attitudes toward "negation of the diaspora," the "melting-pot” approach to immigrant absorption during the 1950s and 1960s, the Sephardic protest, the identity struggle, ethnic politics and the emergence of the Shas Party, and the Russian and Ethiopian immigrations.

Zionism and the Origins of Israel
HBRJD-UA 183  Identical to RELST-UA 83. Offered every year. Engel, Zweig. 4 points.
The history of Jewish nationalism in 19th-century Europe, the growth of the Jewish National Home in Palestine, and the role of political Zionism in the creation of the State of Israel.

History of Jewish Women in America
HBRJD-UA 185  Identical to HIST-UA 541. Diner. 4 points.
Explores the history of Jewish women in America. It asks how their experiences differed from those of Jewish women in Europe, from those of Jewish men in America, and from other American women. It examines the economic, religious, educational, and cultural patterns of Jewish women from the earliest settlement of Jews in America in the 17th century through recent decades.

The War of 1948
HBRJD-UA 189  Offered every three years. 4 points.
The 1948 first Arab-Israeli war still provokes multidimensional debates, in both academic and
public circles. 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, contributed to changes in the way historians, and even the Israeli public, see their past. In this course, we attempt to provide students with basic knowledge and analytical tools to understand what "really happened," beyond narratives and memories.

**Russian Jewish History**  
HBRJD-UA 191  Offered every other year. Estraikh. 4 points.  
Focuses on Jewish history in imperial Russia, from the end of the 18th century to the beginning of the 20th. It also gives an overview of the Soviet and post-Soviet periods. Topics include the government's policies toward Jews; attempts to integrate them into the larger society; the 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; military service; anti-Jewish violence; and emigration.

**Jewish American Novel**  
HBRJD-UA 625  Identical to ENGL-UA 165. Offered every other year. 4 points.  
Close readings of American Jewish fiction by writers including Abe Cahan, Ludwig Lewisohn, Saul Bellow, Philip Roth, Cynthia Ozick, and Bernard Malamud, as well as a number of less conventionally studied 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 (all of which are made available in English translations); 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.  
Approaches Jewish women's history from the perspective of social history. Considers the normative role of women in Judaism. Surveys the roles of Jewish women in the Middle Ages and early modern Europe, using memoir sources and secondary literature. Most of the course focuses on Jewish women in modern Europe, analyzing their history in a variety of countries from the French Revolution through the period of Emancipation, the bourgeois 19th century, World War I, the interwar years, the Nazi era, and postwar Europe.

**Jewish Life in Weimar and Nazi Germany**  
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 an opposition to the regime, the persecution of the Jews, the role of bystanders, and the ways in which the Jewish victims reacted inside Germany.

**Jews and Germans from Emancipation through World War I**  
HBRJD-UA 657  Identical to HIST-UA 807. Offered every other year. Kaplan. 4 points.  
Explores Jewish life in 19th-century Germany, looking particularly at the ways in which Jews and Germans interacted. Describes the Jews' quest for emancipation, their economic profile, and their social lives. Changes within the Jewish community; debates over religious reform, integration, and identity; and the growing problem of anti-Semitism are discussed.

**Soviet Jewish Life through the Prism of Literature and Film**  
HBRJD-UA 663  Offered every third year. Estraikh. 4 points.  
Examines Jewish life in the former Soviet Union, focusing on the cultural and ideological transformation of Russian Jews in the 20th century from pious Yiddish-speaking shtetl-dwellers to secular Russian-speaking urbanites. Students learn about the campaigns for Jewish republics in the Crimea and Birobidzhan in the pre-Holocaust Soviet Union. They analyze how Soviet social engineering affected traditional shtetl communities. The contemporary Russian Jewish diaspora is treated. Readings (in English) include memoirs and other works originally written in Yiddish, Russian, Hebrew, German, and English by Soviet and non-Soviet authors.

**Yiddish Literature in Translation**  
HBRJD-UA 664  Offered every year. Estraikh. 4 points.  
Introduction to the literary and cultural activity of modern Yiddish-speaking Jewish communities in Eastern Europe, the Soviet Union, and the United States from 1890 to 1950. Focuses on the distinct role that Yiddish played in modern Jewish culture.
during the first half of the 20th century, when the language was the vernacular of the majority of world Jewry. Examines how “Yiddish modernism” took shape in different places and spheres of activity during a period of extraordinary upheaval.

**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, for the situation of Jews under the rule of the Third Reich.

**Jewish Life in Post-Holocaust Europe**

HBRJD-UA 689  **Identical to HIST-UA 18. Offered every year. Estraikh. 4 points.**

Concentrates on the social, political, and cultural forces that shaped Jewish life in post-1945 Europe. Topics include reconstruction of Jewish communities, repression and anti-Semitic campaigns in the Soviet Union and Poland, the impact of Israel, emigration and migration, Jewish-Christian relations, and assimilation and acculturation. Students also learn about various reactions to the Holocaust.

**Jews and Other Minorities in Nazi Germany**

HBRJD-UA 720  **Offered every three years. 4 points.**

The destruction of European Jewry has been a focus in the study of Nazi extermination policies. This course looks at Nazi policies toward the Jewish people and examines how the “racial state” dealt with those it deemed “racially unfit” to belong to the German Volk. It considers the ways in which the Nazis sought to create a nation based on blood and race. It examines policies toward the “enemies” of the Third Reich, including Jews, Sinti and Roma (Gypsies), Afro-Germans, homosexuals, the physically and mentally disabled, and “asocials,” as well as how these policies interacted with each other. It also examines measures to delegitimize, isolate, rob, incarcerate, sterilize, and/or murder many of these minorities.

**American Jewish Literature and Culture**

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.

**The Gender of Peace and War**

HBRJD-UA 784  **Offered every third year. Feldman. 4 points.**

Is there a “natural” fit between the sexes and the pacifist or military impulse? This question has been at the core of the discourse about women and peace ever since its inception in the 19th-century European peace movements. This course traces the history of this debate, placing it within the general theoretical discussion over essentialism versus social and cultural constructivism (or, more commonly, “nature” versus “nurture”). Readings include fiction, poetry, and essays by activists and theorists alike, from Europe, America, and the Middle East.

**Topics in Jewish History and Literature: Talmud**

HBRJD-UA 184  **Offered every year. 2 points.**

In-depth study of the Hebrew-Aramaic text of a selected chapter of the Talmud. Traditional and modern commentaries are employed to discuss legal and historical issues raised by the text.

**Jewish Philosophy and Thought**

**Introduction to Jewish Literature and Thought**

HBRJD-UA 77  **Identical to RELST-UA 77. Offered every other year. Gottlieb, Wolfson. 4 points.**

Introduces students to some of the major texts and concepts in the Jewish tradition from the Bible to today. Texts to be studied include the Bible, rabbinic literature, medieval biblical commentaries, Jewish philosophy, and Kabbalah. Particular attention is paid to the role of interpretation in the Jewish tradition.

**Spinoza and Jewish Philosophy**

HBRJD-UA 107  **Identical to RELST-UA 107. Offered every other year. Gottlieb. 4 points.**

Baruch Spinoza (1632–1677) has been called the quintessential modern religious critic. In this course, we examine Spinoza’s critique of Judaism in light of his medieval Jewish philosophical predecessors. Among the questions we explore: Are miracles possible? What is prophecy? Are the Jews the chosen people? Is Jewish law (halakha) obligatory?

**Modern Jewish Thought**

HBRJD-UA 112  **Offered every other year. Wolfson. 4 points.**

Comprehensive treatment of the major intellectual currents in modern Jewish thought. Emphasizes the effects of modernity on traditional Judaism. Topics include Enlightenment and the rationalistic identity; the role of ethics in religion; the emergence of Reform, neo-Orthodox, and Conservative Judaism; liberal rationalist 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. The premise of the course is that Israel was not alone in ascribing priority of power to a single god, and Israel's result is comprehensible only in the context of these wider currents.

Jewish Ethics
HBRJD-UA 117  Identical to RELST-UA 117.
Offered every year. Rubenstein. 4 points.
Surveys Jewish ethical perspectives on leading moral issues, including capital punishment; business ethics; self-sacrifice, martyrdom, and suicide; truth and lying; the just war; abortion; euthanasia; birth control; and politics. Explores philosophical questions concerning the nature of ethics and methodological issues related to the use of Jewish sources. Examines classical Jewish texts (Bible, Talmud, and medieval codes) pertaining to ethical issues and discusses the range of ethical positions that may be based on the sources.

Religion, Magic, and the Jewish Tradition
HBRJD-UA 212  Identical to RELST-UA 212.
Offered every third year. Wolfson. 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, though not mandatory. Offered periodically. Gottlieb. 4 points.
An in-depth study of Spinoza's main political work, the Theological-Political Treatise. Among the topics to be discussed are prophecy and prophets, miracles and laws of nature, Spinoza and biblical criticism, Spinoza's view of the Jewish Law, his political theory, and the book's influence on the Enlightenment.

Jewish Philosophy in the Medieval World
Readings (in translation) and analysis of representative selections from the writings of the major Jewish philosophers of the Middle Ages. Emphasizes the Kuzari of Yehuda Halevi and the Guide of the Perplexed of Moses Maimonides. Special attention is paid to the cultural context in which these works were produced.

Jewish Mysticism and Hasidism
HBRJD-UA 430  Identical to MEDI-UA 430, RELST-UA 104. Offered every year. Wolfson. 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, Wolfson. 4 points.
Explores seminal debates about Judaism and Jewishness from the 18th century to today. Topics discussed include the existence of God, the authority of Jewish law, and Jewish chosenness. Special attention is paid to the impact of major historical and ideological developments, including Enlightenment and Emancipation, the Holocaust, the founding of the State of Israel, and feminism.

Gender and Judaism
HBRJD-UA 718  Identical to MEIS-UA 807, RELST-UA 815, SCA-UA 732. Offered every other year. Wolfson. 4 points.
Investigates the ways in which Jews have constructed gender during the rabbinic, medieval, and modern periods. Examines the implication of these constructions for the religious and social lives of Jewish women and men.

Jewish Responses to Modernity: Religion and Nationalism
HBRJD-UA 719  Identical to RELST-UA 470. Offered every third year. Wolfson. 4 points.
Examination of the impact of modernity on Jewish life and institutions in the 18th and 19th centuries. Readings in English from the works of Moses Mendelssohn, Theodor Herzl, Simon Dubnow, and the leading figures of the early Reform, Conservative, and neo-Orthodox movements. The convergence and divergence of nationalist and universalist sentiments are studied.

Honors Courses
(Note: Additional honors courses are announced each year.)

Seminar: Issues in Jewish History
HBRJD-UA 800  Offered periodically. 4 points.
Focuses on a major issue in Jewish history, defined
and announced by the instructor. The seminar involves students in reading both primary documents and the relevant secondary literature. It requires an original research paper.

Honors Seminar: The Bible in Jewish Culture
HBRJD-UA 801  Prerequisite: admission to the departmental honors program. Offered periodically. 4 points. Exploration of the diverse roles played by the Hebrew Bible in constructions of Jewish identity and in cultural productions by Jews throughout the centuries. The Bible is examined, among other things, as a literary and artistic point of reference, a component of the Jewish education curriculum, a polemical tool, a reservoir of historical paradigms, and an object of modern scholarly study, as well as a source of Jewish religious norms and expressions. Differences between traditional and modern cultural uses of the Bible are highlighted.

Honors Seminar: Jewish Representations of Christianity
HBRJD-UA 802  Prerequisite: admission to the departmental honors program. Offered every three years. 4 points. Explores the various ways that Christianity has been represented in Jewish sources from late antiquity through the Middle Ages. Particular attention is paid to the complex interface of the two traditions and the polemical attempts to draw sharp lines distinguishing them. The exploration of the status of alterity is a key factor in determining the boundaries that set the contours of identity of a given group. In this way, studying the representation of Christianity in Jewish sources discloses much about the cultural formation of Judaism.

Independent Study
HBRJD-UA 997, 998  Open to honors and nonhonors students. Prerequisite: permission of the instructor. Offered every semester. 1 to 6 points.
The Alexander S. Onassis Program in Hellenic Studies provides students with a comprehensive and interdisciplinary understanding of the language, literature, history, and politics of Greece. Through a wide range of courses, students are exposed to a polyphony of viewpoints that help elucidate the historical and political experiences of Byzantine, Ottoman, and modern Greece; the ways in which Greece has borne its several pasts and translated them into the modern era; Greece and its relations to Western Europe, the Balkans, the Middle East, and Mediterranean cultures; and the distinguished literary and artistic traditions of a country that many regard as the birthplace of Western civilization, even as these traditions exhibit their multicultural contexts.

NYU's summer program in Athens combines classroom study of the language, history, and culture of Greece with extracurricular activities and excursions that introduce students to all aspects of Greek life. The program offers a wide range of courses 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 the academic study program in Greece, NYU in Athens, count toward the major or minor as regular courses.

**Major**

The major consists of ten courses (typically 40 points). Courses taken in the program’s academic study program in Greece, NYU in Athens, count toward the major as regular courses. A solid foundation in the modern Greek language is a 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 and HEL-UA 106) or performance on a placement examination.

**Programs of Study**

Qualified students may choose from three areas of concentration:

**Track A: Language, Literature, and Culture**

This track provides students with a solid foundation in the modern Greek language and provides a comprehensive introduction to medieval and modern Greek literature and culture.

**Track B: Politics and History**

This track provides students with an interdisciplinary social science perspective on the medieval and modern Greek experience. Students may choose to concentrate their studies in history or politics, or create their own combination in consultation with the director of undergraduate studies.

**Track C: The Classical Legacy**

This track provides students with an interdisciplinary perspective on the reception of classical Greek thought in postclassical Greece.
Students in tracks A and B who have placed out of Intermediate Modern Greek are encouraged to take Advanced Modern Greek I and II (HEL-UA 107 and HEL-UA 108). Track C students who place out of Intermediate Modern Greek are encouraged to take two semesters of Ancient Greek.

All majors are expected to enroll in the Seminar on Modern Greek Culture (HEL-UA 130) and two specifically designated survey courses offered within the program. Which survey courses they choose will depend on the disciplinary concentration that they select upon completion of their first year in the program. Every student must take at least one designated survey course in his or her own track of concentration and one designated survey course from an outside track. (That is, students in Track A should take a Track B survey; students in Track B, an A survey; and students in Track C should choose from Track A or B.)

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

**Track A**
- 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 Politics (HEL-UA 525)
- Modern Greek History (HEL-UA 159)
- Byzantine Civilization (HEL-UA 112)

**Track C**
- Memory, History, and Language in Modern Greek Poetry (HEL-UA 120)
- Ancient Political Theory (CLASS-UA 206)

**Electives**
Three to five additional Hellenic studies courses are required. 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.

**Honors Program**
A degree in Hellenic studies is awarded with honors to students who complete ten courses (40 points) of graded work while maintaining an overall GPA of 3.65 and an average in the major of 3.65, and who successfully complete a program of original research leading to an honors thesis. The honors thesis is researched and written while registered in Independent Study (HEL-UA 997) under the supervision of a program faculty member. The thesis topic and the faculty adviser are chosen in consultation with the director of undergraduate studies. The average length of the paper is 25 to 40 pages. For general requirements, see the Honors and Awards section of this bulletin. Honors students are encouraged, but not required, to take at least one appropriate graduate course in Hellenic studies.

**Minor**
A minor in Hellenic studies can be obtained by completing four courses offered by the program. Students must show proficiency in modern Greek language by successful completion of either a placement examination or Intermediate Modern Greek II (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.

**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

**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.*

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

**Intermediate Modern Greek I, II**
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.*

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

**Advanced Modern Greek I, II**
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.*

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

**Memory, History, and Language in Modern Greek Poetry**
HEL-UA 120  
*Offered every other year. 4 points.*

A survey of 20th-century Greek poetry in a historical and cultural context. Among the poets studied are C. P. Cavafy; the Nobel laureates George Seferis and Odysseus Elytis; the Lenin Prize-winner Yannis Ritsos; the surrealists Andreas Embiricos and Nikos Engonopoulos; the postwar generation of poets, including Miltos Sahouris, Takis Sinopoulos, and Manolis Anagnostakis; and women poets, including Matsu Hatzila-zarou and Kiki Dimoula. Note: All texts are available in both Greek and English; critical texts in English only. Class discussion is conducted in English. No background specific to Greece is required.

**Seminar on Modern Greek Culture**
HEL-UA 130  
*Offered every year. 4 points.*

**Topics: Modern Greek Culture and Literature**
HEL-UA 140  
*Offered every year. 4 points.*

**Narrative, History, and Fiction in the Modern Greek Novel**
HEL-UA 190  
*Identical to COLIT-UA 190. Offered every other year. 4 points.*

A survey of the modern Greek novel, and to a lesser extent the short story, structured around narrative technique and the claim to fact(s) and/or fiction(s) in Greece's turbulent modern history. Readings include some of the masterpieces from this tradition, as well as...
the work of some promising contemporary writers. Selections also suggest some recurrent perspectives on questions of language, gender, and nation in Greece. Comparative reference is made to other Balkan, Mediterranean, European, and world literatures. Note: All texts are available in both Greek and English; critical texts in English only. Class discussion is conducted in English. No background specific to Greece is required.

The 20th-Century Balkans and Balkanization through Literature and Film
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.
How is it that the dead speak? In what way can the past be said to survive in the present—tragically? These are the questions around which Yannis Ritsos's The Fourth Dimension is organized. Composed of a series of dramatic monologues that move between the past and the present, the dead and the living, Ritsos's poem demands that we think about the relations between memory, history, and language. This course traces Ritsos's poetic strategies by reading and reconstructing the classical intertexts that inform The Fourth Dimension. In each instance, it seeks to analyze the reasons behind his appropriations, distortions, revisions, and translations of these classical texts.

Greek Diaspora: Odyssean Metaphors from Homer to Angelopoulos
HEL-UA 333 Identical to COLIT-UA 333. Offered every other year. 4 points.
Greek stories and myths of dispersal, settlement, and return have provided Western culture with some of its foundational fictions. This course examines how some of these structuring metaphors and foundational narratives—notions of home and exile—have informed the Greeks' own stories in a variety of geographical and historical contexts and times: (1) in the historical diaspora communities of Greeks in Renaissance Venice; in certain European urban centers prior to nation-building in the 18th-century Enlightenment; in Alexandria and Smyrna (now Izmir) of the late 19th and early 20th centuries and in Cyprus; and (2) among the Greeks of the United States.

From Classicism to Afrocentrism: Greece in the West, 1453 to Present
HEL-UA 444 Identical to COLIT-UA 444. Offered every other year. 4 points.
An introductory, selective survey and critical interpretation of Western conceptions of the idea of Greece, the Hellenic, and the Greeks in a variety of contexts: classical humanism, classical philology, philhellenism, exoticism, orientalism, hellenophobia, Hellenism as paganism, aesthetics, homosexuality, romantic nationalism, racism, the Hellenic and the Hebraic, political correctness and political chauvinism, and Afrocentrism. Readings from a range of European literary, critical, and theoretical texts, as well as modern Greek appropriations of, and resistances to, such projections.

Greek Thinkers
HEL-UA 700 Identical to CLASS-UA 700. 4 points.
See course description under Classics in this Bulletin.

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 in this Bulletin.

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.

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 techniques. 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 scholarly 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 Studies: Theory and Practice (HIST-UA 101) and the advanced seminar. In Historical Studies 101, students learn about the practice of history through both lectures and an intense workshop experience. In the advanced seminar, usually taken in the senior year, students research and write an original paper (typically 25 pages). Through independent study and the honors program, students find challenging opportunities for special concentrations and individual research. The internship program enables students to engage in special kinds of supervised historical projects for credit. Many of the projects are at cultural institutions in New York and at the United Nations.

The University’s Elmer Holmes Bobst Library is rich in works of history, and students also may also utilize the collections of the New York Public Library, the historical societies and museums in New York City, and neighboring universities.
DEPARTMENT OF HISTORY

PROGRAM

Major
The major 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 Studies: Theories and Practice (HIST-UA 101).
- The remaining eight courses are to be distributed among three fields of history—American, European, and non-Western (Latin American, Near Eastern, African, or Asian)—so that the student will complete at least two courses in each field.
- Students must also take one advanced research seminar (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 Morse Academic Plan (MAP) 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 MAP.

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.

Students must be enrolled in or have already taken Historical Studies: Theories and Practice (HIST-UA 101) to declare the major.

Minor
The minor requires at least four 4-point courses (16 points), of which three courses (12 points) must be taken in the Department of History. No more than one 4-point course may be chosen from the designated related courses offered in other departments. No more than 4 points may be taken in introductory-level courses. Advanced placement credit does not count toward the minor.

Note: Students should consult the director of undergraduate studies for possible minor programs, course offerings, and course descriptions. A complete listing of history courses currently offered may be found in the current class schedule available in the department.

Honors Program
Students with strong academic records (a GPA of 3.65 in history and 3.65 overall) may apply to the director of undergraduate studies for admission to the history honors program. Students must be declared history majors or have already taken Historical Studies: Theories and Practice (HIST-UA 101) to apply for the program. If students successfully complete the program, they are awarded honors in history, which designation will appear on their diploma. This two-course, 8-point program affords qualified students the opportunity to work closely with faculty members and to conduct extensive research on a topic of their choice.

The program 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). Normally, the Honors Seminar (which satisfies the advanced research seminar requirement for the major) is taken in the first semester of the senior year. In the seminar, students define a thesis topic of their choice, develop a bibliography, read broadly in background works, and begin their research. A substantial part of the research, usually including a rough draft of the thesis, should be completed by the semester’s end. The Honors Tutorial, in which students work on a one-to-one basis with a faculty director, follows in the second semester.

The honors thesis varies in length from 30 to 70 pages, depending on the nature and scope of the subject. The completed thesis, approved for defense by the director, is defended before a committee consisting of the director and at least one additional faculty member. A grade of at least A- on the thesis is required for the award of honors in history. Students who receive a lower passing grade are simply awarded 8 points toward the major.
Study Away

Some courses offered by NYU for study away, as well as other approved programs outside NYU, may be eligible for inclusion in the history major. History majors should consult the director of undergraduate studies before making plans to study away.

COURSES

Required Course for History Majors

Historical Studies: Theory and Practice
HIST-UA 101  Offered every term. 4 points.
Introduces students to the discipline of history: the themes and issues of contemporary historiography, the methodologies, and the temporal and geographical dimensions of the field. It is normally taken in the second year by incoming majors. There is a lecture once a week by the faculty instructor, and one workshop per week. At the heart of the lecture portion are two case studies. Readings and discussions focus on both the interpretation of selected primary sources and the critical reading of relevant secondary sources, as well as on the relationship between the two.

Introductory Courses

The United States to 1865
HIST-UA 9  Offered every fall and every other summer. Eustace, Hodes. 4 points.
Main currents of American historical development from the precolonial epoch to the Civil War. Analysis of the country's economic and political growth, intellectual traditions, and patterns of social development. Historical development, not as a series of discrete events, but as an unfolding process. Topics: Puritanism, mercantilism, the colonial family, the War for Independence, political party systems, the Jeffersonian and Jacksonian eras, free labor and slavery, Native American cultures, attitudes of race and gender, westward expansion, the industrial revolution, sectionalism, and the Civil War.

The United States since 1865
HIST-UA 10 Montoya. Offered every spring. 4 points.
Main developments in American civilization since the end of the Civil War. Topics: urbanization, industrialization; American reform movements (populism, progressivism, the New Deal, and the War on Poverty); immigration; and the role of women and blacks in American history. Beginning with 19th-century American expansion through the Spanish-American War, traces the rise of America to world power, including World Wars I and II and the Cold War. Emphasizes broad themes and main changes in American society.

The Civilization and Culture of the Middle Ages
HIST-UA 11  Identical to MEDI-UA 11. Offered every other year. Bedos-Rezak, Griffiths, Stoller. 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. Ortolano, Berenson, Ben-Ghiat. 4 points.
A survey of Europe from 1789 to the present. Investigates the political, social, economic, and cultural developments that shaped and continue to shape the modern age. Emphasis is on the evolution of the nation-state, on industrialization and its impact on society and politics, and on the intellectual responses to the rapid changes these developments inspired. Topics include Europe and the French Revolution; the rise of the nation-state, 1848–1914; and the impact of totalitarian ideologies on 20th-century Europe.

Major Themes in World History: Colonialism and Imperialism
HIST-UA 31  Offered periodically. Karl, Young. 4 points.
Introduces students to key texts in and critical methodologies for the study of modern world history from the perspective of two of its dominant themes: imperialism and colonialism. Helps students theorize and historicize these seemingly well-known and self-explanatory concepts by introducing them as historically specific theories for understanding the very notion of “modern world history.” The broad theoretical consideration is accompanied by a consideration of specific texts from Asia and the United States, although not confined to such a bilateral view of the “world.”

World War II
HIST-UA 45  Offered every year. Rose. 4 points.
Describes and analyzes the history of World War II chronologically from 1939 to 1945. This course is not simply a study of battles; all aspects of the war, from the great civilian and military leaders to
the common soldiers, are discussed, as are social, cultural, and economic changes on the various home fronts. Illustrates personalities and events through slides, contemporary literature, photos and posters, and the music of the time.

**History of Modern Asia, Modern China, or Modern Japan Since 1850**
HIST-UA 53  Identical to EAST-UA 53. Offered every year. Karl, Young. 4 points.
Survey of developments in 19th- and early 20th-century East Asia: modernization, Westernization, and war, with emphasis on the different responses of China and/or Japan to Western economic encroachment and ideological change.

**Introduction to American Education: Historical and Contemporary Perspectives**
HIST-UA 60  Identical to HSED-UE 1005. Offered every year. 4 points.
Introduces the 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? We explore these questions in readings, class discussions, and short essays.

**Advanced Courses**

**EUROPEAN HISTORY LECTURES**

**The Early Middle Ages**
HIST-UA 111  Identical to MEDI-UA 111. Offered every other year. Bedos-Rezak. 4 points.
Europe in the early Middle Ages was created out of a mixture of ingredients: the legacy of the Roman Empire; the growth and development of Christianity; invading peoples who settled within the boundaries of the former Roman Empire; and the clash of competing languages, religions, and legal systems. This tumultuous time forged a new entity, medieval Europe, whose development, growing pains, and creative successes this course examines. Uses the records and artifacts of the period itself as central elements for investigating the period.

**The Crusades**
HIST-UA 113  Identical to MEDI-UA 113. Offered every other year. 4 points.
The history of the Crusades (1095–1291 C.E.) is an important first chapter in European imperialism and a manifestation of deep religious conviction. Examines the background in Europe leading to the Crusades; the social, political, and economic situation in the eastern Mediterranean before the Crusades; the fortunes of the Crusader (Latin) Kingdom of Jerusalem; and the reactions of Europeans and Easterners to one another. Examines and reevaluates the legacy of the Crusades on both the Eastern and Western worlds.

**The High Middle Ages**
HIST-UA 114  Identical to MEDI-UA 114. Offered every other year. Bedos-Rezak, Griffiths, Stoller. 4 points.
Covers the period from the late 11th century to the close of the 14th century. Major topics and themes: the explosion of energy in the 12th century and the expansion of Europe on all levels, geographic (including the Crusades) as well as intellectual; development of agriculture and cities; the diversity that gave rise to our university system; movements of reform and dissent; and the waning of the Middle Ages.

**Environmental History of the Early Modern World**
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. This course analyzes the ways in which this process unfolded in different parts of the world, while familiarizing students with basic problems in environmental history, including the changing human relationship to the natural world, the relationship between environmental change and human societies, and the importance of biotic exchange in world history.

**The Renaissance**
HIST-UA 121  Offered every other year. Appuhn. 4 points.
The history of the Renaissance from its origins in the 14th century to its waning at the end of the 16th century. Focuses on developments in Italy, especially the development of republican city-states, the social basis for the explosion in artistic and intellectual production, and the emergence of new forms of political and scientific analysis.

**Premodern Science**
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.

**French Revolution and Napoleon**
HIST-UA 143 Offered every other year. Shovlin. 4 points.
Following an analysis of cultural, social, political, and economic conditions in France before 1789, the course follows the Revolution through its successive phases. Narrates and analyzes the rise of Napoleon and his consolidation of France, his conquests and the spread of his system, and his eventual overthrow.

**European Thought and Culture, 1750–1870**
HIST-UA 153 Offered every year. Geroulanos. 4 points.
Study of major themes in European intellectual history from the end of the Enlightenment to the last decades of the 19th century, considered in the light of the social and political contexts in which they arose and the cultural backgrounds that helped shape them. Topics include romanticism, liberal and radical social theory, aestheticism, the late 19th-century crisis of values, and the rise of modern social science.

**European Thought and Culture, 1880–1990**
HIST-UA 154 Offered every year. Geroulanos. 4 points.
Study of major themes in European intellectual history from the fin de siècle down to the 1980s, considered in the light of the social and political contexts in which they arose and the cultural backgrounds that helped shape them. Topics include new Marxisms, avant-gardes, Weimar and Bauhaus, André Malraux, Sartre, Lévi-Strauss, Habermas, and Foucault.

**Europe Since 1945**
HIST-UA 156 Prerequisite: at least one course in European history. Geroulanos, Ben-Ghiat. 4 points.
Covers the impact of World War II, the postwar division of Europe, the onset of the Cold War, the economic recovery and transformation of Western Europe, Stalinism in Eastern Europe, the 1960s and events of 1968, the origins and development of the European community, and the cultural and intellectual life of European nations in this period. Ends with a discussion of the Eastern European revolutions of 1989 and their significance, together with the reunification of Germany, for the future of the continent.

**Modern Greek History**
HIST-UA 159 Offered every other year. Fleming, Kotsoris. 4 points.
Examines Greece's transformation from a traditional Ottoman society into a modern European state, the parallel evolution of Greek diaspora communities, and the changes in homeland-diaspora relations. Topics include state building, relations with Turkey and the Balkan states, emigration, liberalism and modernization, the old and new diaspora, interwar authoritarianism, occupation and resistance in the 1940s, the Greek civil war, Greece and NATO, the Cyprus crisis, the Greek American lobby, and Greece and European integration.

**Modern Britain**
HIST-UA 162 Offered every year. Ortolano. 4 points.
Introduces major 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. This course situates the social and political history of Britain within these wider European and global contexts.

**Contemporary Italy**
HIST-UA 168 Identical to EURO-UA 164, ITAL-UA 166. Offered every two to three years. Ben-Ghiat, Albertini. 4 points.
Covers the political, cultural, economic, and social history of Italy since World War II. Starting with the transition from fascism to democracy, examines the Cold War, the growth of a mass consumer society, the social and political movements of the late 1960s and 1970s, the battle against the Mafia, postwar emigration, the rise and fall of postwar Christian Democracy and Italian communism, and the emergence of new parties in the 1990s such as Berlusconi's Forza Italia, Bossi's Northern League, and Fini's neofascist Alleanza Nazionale.

**Modern Italy**
HIST-UA 168 Identical to EURO-UA 163, ITAL-UA 168. Offered every two to three years. Ben-Ghiat. 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.

**Italian Films, Italian Histories II**
HIST-UA 176 Identical to DRLIT-UA 506, ITAL-UA 175. May be taken independently of Italian Films, Italian Histories I (ITAL-UA 174). Offered every two to three years. Ben-Ghiat. 4 points.
Studies representations of Italian history through
the medium of film from the unification of Italy to the present. Fascism, the resistance, 1968, and other events are covered, as are issues of how film functions with respect to canonical national narratives and dominant systems of power.

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

Race, Religion, and Gender in 20th-Century France
HIST-UA 192 Offered every year. Chapman. 4 points. Explores how people in France grappled with questions of race, religion, and gender during the 20th century. It 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, the course 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. A lecture course exploring the changing relationship between British liberal thought and Britain’s expanding empire from the 17th to the 20th centuries. Liberal conceptions of equality and freedom are generally understood to be fundamentally anti-imperialistic in impulse, as historically complicit with imperialist agendas, and as inherently and logically disposed to imperialist domination. The course attempts to put these different claims into historical context and to periodize their applicability.

Women in European Society Since 1750
HIST-UA 196 Identical to SCA-UA 716. Offered every other year. Nolan. 4 points. Examines critically the public and private lives of European women from 1750 to the present. An introduction discusses the theory and methods of using gender as a category in history and proceeds to a chronological survey of women’s experience from both a social and a political viewpoint. Women are examined as participants in war and revolution, as well as workers, consumers, and mothers in everyday life. The focus is primarily on France, Germany, and England, with some reference to women’s experience in America.

Gendering the Middle Ages
HIST-UA 197 Offered every fourth year. Bedos-Rezak. 4 points.
Takes up questions about the identity and agency of women and about the performative nature of gender in Western culture and society during the Middle Ages. In exploring medieval texts and images, and the interpretive body of scholarship that made it its task to recover and to make visible ways that medieval women acted in history, we pay specific attention to interactions between women and men in order to understand how assumptions about male and female nature informed and gendered the very possibility of action, expression, empowerment, and subjectivity.

The History of Western Medicine
HIST-UA 202 Offered every other year. Appuhn. 4 points. Covers the history of Western medicine and medical thought, from antiquity to the present. It familiarizes students with basic questions and concepts in the history of medicine, 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 286 Identical to ITAL-UA 167, EURO-UA 161. Offered every two to three years. Ben-Ghiat. 4 points.
Studies Italian colonialism from the late 19th century through decolonization. Through readings of colonial travel literature, films, novels, diaries, memoirs, and histories, we address the meaning of colonialism within Italian history and culture, the specificities of Italian colonialism, and the legacies of colonialism in contemporary Italy.
United States History Lectures

European Migration to America: The Irish and Jewish Experiences
HIST-UA 186  Identical to HBRJD-UA 686. Offered every other year. Diner, Scally. 4 points.

Looks at the comparative experiences of two immigrant groups to the United States, the Irish and the East European Jews. Explores the forces that propelled the migrants out of their homes and the ways in which they created communities and new identities in America. Because of its comparative nature, this course asks students to seek both similarities and differences in those migrations. Additionally, there have been numerous points of interaction between the Jews and the Irish. This course focuses on how these two groups understood and related to each other.

Environmental History of New York City
HIST-UA 596  Offered every other year. Needham. 4 points.

Investigates topics in the environmental history of New York City from the 1600s 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. Infrastructure that has become “second nature” brings water and electricity to the city and carries its waste to distant landfills. The park lands that dot the city have become both playgrounds where New Yorkers seek green space and battlefields where they fight over the proper ways to enjoy those spaces. Through readings, site visits, and original research, the course introduces students to the environmental history of New York.

American Colonial History to 1763
HIST-UA 601  Offered every other year. Eustace, Kupperman. 4 points.

Examines European expansion in the early modern period and the creation of an interconnected Atlantic world with particular emphasis on North America and the Caribbean. Attention to the roles of Europeans, American natives, and Africans in forming systems of trade and patterns of settlement, as well as the evolution of slavery and the development of new political structures, changing religious beliefs, and evolving family relationships in America. Assesses the imperial context of these developments.

American Natives in Early American History
HIST-UA 602  Offered every year. Kupperman. 4 points.

Focuses on the relationship between Indians and Europeans roughly within the future United States from first contact through the period of Indian removal. Examines colonialism’s impact on Indian societies and the broad variety of techniques native leaders used in attempting to control the relationship. Looks at changing Euramerican attitudes through the colonial period and the role of imperial conflict and American independence on policy development. Assesses the pressure created by Euramerican westward migration before and after the War of 1812, Indian resistance, and the campaign for removal of Indians beyond the Mississippi.

The Age of the American Revolution
HIST-UA 603  Offered every other year. Eustace. 4 points.

Examines the social, cultural, economic, and political context of the American Revolution. Considers questions of national identity and allegiance, and assesses whether the Revolution was truly transformative. Some historians argue that the War for Independence represented a radical, progressive break with the past, others that it advanced a conservative drive to preserve endangered prerogatives. Course lectures and readings will analyze a range of historians’ accounts, along with a wide variety of primary-source documents produced by participants, in order to better understand the meaning of the Revolution for all 18th-century inhabitants of North America: men, women, and children; Indians, Africans, and Europeans.

Religion, Family, and Gender in Early America, 1607–1840
HIST-UA 604  Offered every other year. Eustace. 4 points.

Conducted as a reading and discussion class. Measures the shaping influence of religion on family life and gender relationships from the founding of the American colonies in 1607 to the Second Great Awakening in the 19th century. Readings examine the effects of evangelical as well as more traditional religion on the men and women, husbands and wives, parents and children, and masters and slaves in the early years of the nation.

Experiences of the American Civil War
HIST-UA 607  Hodes. 4 points.

Social history of the Civil War and Reconstruction with crucial attention to politics and economics. Focuses on sectional conflict over systems of free labor and slave labor, with close attention to class
conflicts within the North; conflicts between slaves and masters in the South; conflicts among white Southerners; and conflicts among African American freed people, white Northerners, and white Southerners after the war. Concludes with an assessment of the era’s legacies.

**America in the Early 20th Century**  
HIST-UA 609  Offered every other year. Montoya. 4 points.  
The political, economic, and foreign-relation developments in the period from the Spanish-American War through the Hoover years. Topics such as imperialism, the Progressive Era, issues of war and peace, dissent, political suppression, and economic collapse. Emphasis on the conflicting perceptions and evaluations of these events among historians.

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

**Sport in American Society**  
HIST-UA 615  Prerequisite: The United States to 1865 (HIST-UA 9), The United States since 1865 (HIST-UA 10), African American History Since 1865 (HIST-UA 648), or permission of the instructor. Offered every other year. Sammons. 4 points.  
Demonstrates that sport is an important cultural, political, and socioeconomic asset revealing much about society. Shows how sport is an instrument of control and liberation. Attempts to elevate sport’s position as a legitimate scholarly subject by relating it to race, gender, class, and violence. Combines theory, fact, and interpretation, focusing on the 19th and 20th centuries with some background information on ancient sport and early American attitudes toward sport, leisure, and recreation.

**Ethnic Groups in American History**  
HIST-UA 621  Offered every other year. Diner. 4 points.  
Explores the ways in which migration from abroad has had an impact on American history. Organized chronologically, this course examines immigrations to the United States from the 17th century to present times and the ways in which immigrants and their descendants constructed ethnic communities and practices. Furthermore, the course looks at changing American attitudes toward immigration as reflected in popular culture and public policy, seeking to understand the influence of American reactions on the process of ethnic cultural formation.

**American Indian History, 1830 to the Present**  
HIST-UA 628  Offered every other year. 4 points.  
Survey of historical changes within various Indian societies and the formation of major federal policies toward Native Americans, from Cherokee removal to the present. Includes an examination of the differences between Eastern, Plains, Southwestern, and Pacific Northwest peoples, Indian participation in the development of the American nation and modernity, the native experience of federal Indian policy, and the resurgence of tribalism and Indian nationalism in the 20th century.

**Gender in U.S. History since the Civil War**  
HIST-UA 635  Identical to SCA-UA 727. Offered every year. Gordon. 4 points.  
Examines two themes: how maleness and femaleness (gender) have changed in the last 150 years, and how women’s lives in particular have been transformed. Emphasizes not only the malleability of gender but also the way that gender systems have varied in different class, race, ethnic, and religious groups. Looks at women and gender in politics, in work, in family and personal relationships, in sexuality, and in culture.

**New York City: A Cultural History**  
HIST-UA 638  Offered every other year. Bender. 4 points.  
Explores the cultural history of New York City in the 19th and 20th centuries. Special attention to literary and pictorial symbolizations of the city, urban development and urban aesthetics, and the institutions and traditions of intellectual and cultural creativity. Includes at least one walking tour.

**New York City: A Social History**  
HIST-UA 639  Identical to SCA-UA 831. Offered every other year. Walkowitz. 4 points.  
Examines key themes in the social history of New York City: the pattern of its physical and population growth, its social structure and class relations, ethnic and racial groups, municipal government and politics, family and work life, and institutions of social welfare and public order.
**American Intellectual History, 1750–1930**
HIST-UA 643  Prerequisite: survey course on American history, American literature, or American political theory. Offered every other year. Bender. 4 points.
Explores selected practical and prescriptive visions of American culture and politics articulated by writers, intellectuals, and political leaders since 1750. The work of the course is the reading and interpreting of key texts in their intellectual, political, and social contexts. Concerns itself with the interplay between ideas and experience, and politics and culture.

**U.S. Borderlands: Culture, Conflict, and Conquest**
HIST-UA 645  Offered every other year. Montoya. 4 points.
Examines the history of the U.S. Southwest—the borderlands—in the 18th and 19th centuries. Covers the history of the indigenous peoples in this region, Spanish and Mexican control of the area, and the struggles between Mexico and the United States to lay claim to the land. Readings and lectures focus closely on the ways in which communities and cultures developed and interacted in a region where territorial borders between nations were often unclear and shifting.

**African American History to 1865**
HIST-UA 647  Identical to SCA-UA 795. Offered every year. Mitchell, Sammons. 4 points.
Survey of the experience of people of African descent in the United States to 1865, emphasizing living conditions, attitudes and theories about race, culture, and the emergence of African American identities using a chronological and topical approach. Includes topics such as 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 of the experience of people of African descent in the U.S. from the Civil War to the present, including themes such as freedom and equality, migratory movements, immigration, cultural contributions, military participation, politics, gender dynamics, and contemporary conditions. Topics include 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.

**The “Culture Wars” in America: Past, Present, and Future**
HIST-UA 651  Identical to HSED-UE 1033. Offered every year. Zimmerman. 4 points.
Examines the origins, development, and meanings of so-called cultural conflict in the United States. Why do cultural issues divide Americans? How have these issues changed over time? And how can Americans find common ground amid their stark cultural differences? Special topics include abortion, same-sex marriage, drug control, and school prayer.

**American Social Movements**
HIST-UA 652  Offered every other year. Gordon. 4 points.
An examination of large-scale social movements in the 20th century, as well as a brief introduction to social-movement theory. We examine civil rights, populism, feminism, labor-union activism, the old and new left, gay rights, the right-to-life movement, and the new Christian Right in general. Questions include the following: How do social movements construct identities, and how do identities affect social movements? How do social movements use or repress multiple identities? When are social movements political? How and when do social movements yield or grow out of organizations, and what is the impact of the relation between movements and organizations? Are there elite social movements? Do social movements have to be democratic? When do social movements become violent? Are social movements inevitably vulnerable to demagoguery and authoritarianism?

**Race, Gender, and Sexuality in U.S. History**
HIST-UA 655  Identical to SCA-UA 729. Offered every year. 4 points.
Drawing primarily on the histories of heterosexual and homosexual African Americans and women, this course explores the intersection of race, gender, and sexuality in 19th- and 20th-century American history. Throughout U.S. history, the social, economic, moral, and political arguments advanced to sustain the subordination of people of color, women, and gays and lesbians have frequently revolved around the sphere of sexuality. We explore important historical subjects such as abolition, lynching, welfare
debates, teenage pregnancy policies, reproductive rights, and the Black Power movement, with special attention paid to the intertwined histories of racial, gender, and sexual oppression.

**Women and Slavery in the Americas**

HIST-UA 660  Identical to SCA-UA 730. Offered every other year. Morgan. 4 points.

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

**Black Women in America**

HIST-UA 661  Offered every year. Mitchell. 4 points.

Explores varieties of African women’s experiences (including class, ethnicity, sexuality, region, and generation). Endeavors to go beyond the black/white binary by considering black women’s relationships to both intraracial and broader communities. Additionally, assesses how gender, race, and class have influenced black women’s work, activism, political involvement, and creative output in the United States. Takes an interdisciplinary approach by drawing from history, memoir, sociology, feminist theory, film studies, legal theory, and the popular press.

**Writing American History**

HIST-UA 663  Offered every year. Bender. 4 points.

Explores the history of history writing in the United States, examining national histories written in the 19th and 20th centuries as part of American intellectual history. Focuses on theme, interpretation, points of view, and style in the work of past historians.

**U.S. History in Global Perspective**

HIST-UA 667  Prerequisite: at least one college-level course in American history. Offered every year. Bender. 4 points.

Reframes American history, placing major events into the context of transnational and global history, showing that we share more history with the rest of the world than notions of American “exceptionalism” allow. Examines the way transnational and global historical developments are not only similar to U.S. developments but are part of a larger history that we share and that can often be partial but important causes of events in U.S. history, including the Revolution, the Civil War, social reform movements, intellectual and cultural trends, and economic development.

**African American Autobiography**

HIST-UA 688  Offered every other year. Sammons. 4 points.

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

**American Jewish History**

HIST-UA 689  Identical to HBRJD-UA 172. Offered every other year. Diner. 4 points.

Surveys the history of the Jewish people in America from the middle of the 17th century until the present. Focuses on the social, cultural, political, and religious development of the Jewish community against the backdrop of American history. Seeks to identify and explain both the preservation of tradition and patterns of innovation. Examines both the inner lives of American Jews and their communities and the kinds of relationships they had with the larger American world.

**Non-Western History Lectures**

**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.

Explores various problems in contemporary China. Starting with an overview of contemporary China, the course then concentrates on social, intellectual, and environmental issues. The specific areas of inquiry change with changing circumstances. The reading load is quite heavy, and students are asked to write frequently.

**Gender, Culture, and Society in the Ottoman World**

HIST-UA 519  No prerequisites. Offered every other year. 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. Primary and secondary sources, as well as images from the period, are used to study 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. We also read an historical novel that takes up some of these issues. Requirements include a midterm and essay assignments.

**History of U.S.-Japan Relations**

**HIST-UA 527**  
No prerequisites. Offered every other year. 4 points.

Examines the history of U.S.-Japan relations, beginning with the first official contacts in the mid-19th century, and continuing to the present. Students use primary and secondary sources to study changes and continuities in Japanese images of the United States, and American images of Japan. The class considers the opinions and works of political leaders, academics, military figures, popular writers, filmmakers, social activists, and minorities in studying the evolution of exchange and mutual representation. The aim is to address the broader question of how images of others and the self are mutually constituted and are always affected by the changing relations of power.

**World of Goods in China**

**HIST-UA 528**  
Identical to EAST-UA 538. Waley-Cohen. 4 points.

Material culture and the nature of consumption in China, 1550–1900. Aims to introduce students to the theoretical framework of current scholarship on material culture and consumption and their relationship to modernity and its antecedents in different parts of the world; to give students a strong sense of Chinese elite social and cultural life during this period; and to provide students with a sufficient basis of knowledge on which to begin grounding comparative judgments. Themes include periodization (“early modern” versus “late imperial” and other labels); urbanization; commercialization and globalization; sex and gender, explored through such specific aspects of material culture as books and publishing; art, including collecting and connoisseurship; textiles; food; opium; and architecture and gardens.

**The Emergence of the Modern Middle East**

**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.

**History of Modern Japan**

**HIST-UA 537**  
Identical to EAST-UA 537. Offered every other year. 4 points.

Emphasizes historical problems in Japan’s economic development, their challenge to political and social institutions, and their role in shaping foreign policy. Focuses on Japan’s transition from an agrarian economy to commercial capitalism, from hierarchical social organization to constitutional authority, and from isolation from the rest of the world to involvement with Western culture and diplomatic relations. Traces Japan’s development into an industrial giant fully engaged in world affairs.

**Mao Zedong and the Chinese Revolution**

**HIST-UA 542**  
Offered every two years. Karl. 4 points.

Introduces the historical relationship established in the 20th century between Mao Zedong, his philosophy of history and revolution, and the Chinese Revolution in global context. The course provides a thematic lens through which to view one aspect of modern Chinese and global history. The working premise is that 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. The majority of the readings are drawn from Mao’s own writings. Students will learn to read Mao’s texts intensively and extensively. This is a reading- and writing-intensive course.

**Topics in Chinese History**

**HIST-UA 551**  
Identical to EAST-UA 551. Offered every year. Karl, Waley-Cohen, M. Young. 4 points.

Specific topics vary from time to time and may include Women and Gender in Chinese History; Rebellion and Revolution in China, 1683-1864; The Manchus in China; Urban China; American Wars in Asia; China in Revolution, 1949-Present; China After Mao; Maoism and China.
the Supreme Being; the individual’s relation to the universe; links between the world of the living and the spiritual; ancestral worship, divinities, witches, and sorcerers; and sacrifice, prayer, birth, and death; (2) the impact of Islam on traditional African religions, and the spread of Islam; (3) the impact of Christianity and missionary enterprise in the late 19th and early 20th centuries in sub-Saharan Africa; and (4) the impact of secular culture on religions in sub-Saharan Africa.

**Africa Since 1940**
HIST-UA 567  Identical to SCA-UA 791. Offered every year. Cooper. 4 points.
Examines how Africa got to be where it is now. Covers the period from the beginning of the crisis that shook colonial empires in the 1940s through the coming to power of independent African governments on most of the continent in the 1960s to the fall of the last white regime in South Africa in 1994, by which time the already independent countries of Africa had found themselves in deep crisis. By bridging the conventional divide between “colonial” and “independent” Africa, the course opens up questions about the changes in African economies, religious beliefs, family relations, and conceptions of the world around them during the last half century. Students read political and literary writings by African intellectuals, as well as the work of scholars based inside and outside Africa, and view and discuss videos. The course emphasizes the multiple meanings of politics—from local to regional to Pan-African levels—and aspires to give students a framework for understanding the process of social and economic change in contemporary Africa.

**History of Southern Africa**
HIST-UA 568  Identical to SCA-UA 792. Offered every other year. Hull. 4 points.
Exploration and analysis of the political, social, and economic development of African nations south of the Zambezi River from 1700 to the present. Focuses on South Africa, Namibia, Zimbabwe, Botswana, and Mozambique.

**History of Colonial Latin America**
HIST-UA 743  Offered every other year. Thomson. 4 points.
Introduces students to the colonial origins of the Latin American region and the ways they have shaped the present. Follows the unfolding and demise of a new social order under European rule, over a period spanning from the 16th-century conquest through the early-19th-century wars of independence. Specific topics include Inca and Aztec worlds; Indian-European confrontations; the Catholic Church and popular religiosities; patriarchy and honor codes; racial dynamics and slavery; the development of capitalism; anticolonial struggles; imperial rivalry; reform; decline; and colonial legacies.

**History of Modern Latin America**
HIST-UA 745  Offered every year. Ferrer, Grandin, Weinstein. 4 points.
A comparative survey of Latin American social, economic, cultural, and political history from 1800 to the present.

**Topical History of Latin America**
HIST-UA 750  Offered every other year. Ferrer, Grandin, Thomson, Weinstein. 4 points.
Topics in Latin American and Caribbean History
HIST-UA 750  Offered every year. Ferrer, Grandin, Thomson, Weinstein. 4 points.
Focuses on varying groupings of historical experiences in selected countries of Latin America and the Caribbean or on thematic issues on the history of the region. Recent topics include Race and Ethnicity in Latin America, History and Revolution in Cuba, and Latin American Populism.

**History of 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; colonialism, nationalism, and race; global commodity production (from silver to coca) and economic dependency; and Indian and working-class political struggles. The Peruvian novelist and ethnographer José María Arguedas is taken as an exemplary figure whose life, work, and death provide a focus connecting diverse elements in the course.

**Cuba: History and Revolution**
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. This brief description hints not only at the complexities of Cuban history but also at its significance for international histories of nationalism and imperialism, race and slavery, the Cold War and
socialist revolution. This course serves as an in-depth examination of that complex and fascinating history, focusing in depth on the major themes that have shaped modern Cuban history in the 19th and 20th centuries: race and slavery, nationalism and imperialism, reform and revolution. Particular attention is paid to the revolution of 1959.

**History of the Caribbean**

HIST-UA 759  *Offered every year. Ferrer. 4 points.*

The Antilles and the Guianas, from the arrival of Columbus to the present. A survey course organized chronologically and thematically around such topics as colonialism, slavery and emancipation, U.S. intervention, social revolution, and economic development.

**Global and Special Topics Lecture Courses**

**Modern Imperialism**

HIST-UA 198  *Fulfills non-Western course requirement for the major. Offered every other year. 4 points.*

Conquest, domination, and exploitation in the 19th and 20th centuries in Africa, Asia, and North America. Compares the imperialism of Western Europeans and Americans, as well as non-Western peoples. Examines general, technological, environmental, cultural, political, and economic causes. Focuses on the effects of imperialism on conquered societies: the Chinese after the Opium Wars; the Plains Indians of North America; the Sotho of South Africa after the Mfecane and the Great Trek; and the Indians after the Great Mutiny. Theory, practice, and results of modern imperialism.

**Empire and Globalization**

HIST-UA 565  *Offered every year. Ludden. 4 points.*

This introductory survey course considers empire as a feature of globalization in the long term and in the present. First, we establish a critical perspective on modern world history. Next, we explore British imperialism. Finally, we analyze the problem of imperialism in a world covered with legally sovereign nation-states. Throughout, historical capitalism provides a concept that connects empire and globalization.

**Cold War**

HIST-UA 622  *Nolan. 4 points.*

The Cold War as global conflict. Focuses on Europe and the Third World, as well as on the United States and the Soviet Union, looking at international politics and diplomacy; nuclear rivalry and the culture of the bomb; Cold War economic competition and development policies; and the impact of the Cold War on culture and gender in various countries.

**Power and Poverty**

HIST-UA 743  *Offered every year. Ludden. 4 points.*

This lecture/discussion course explores entanglements of power and poverty by focusing on dynamics of inequality during economic development under globalization. The course has four parts; each presents a particular angle of analysis. We begin with Amartya Sen’s entitlement approach to famine. We then consider contemporary global issues. Our third project is to bring health into understandings of poverty and power. Last, we consider political struggles as potentially productive forces inside inequality environments.

**20th Century Cities**

HIST-UA 828  *Offered every third year. Ortolano. 4 points.*

Examines the history of urban modernism in a range of national contexts during the 20th century. The goal is to understand the ambitions behind developments that are now often controversial. The cities examined include Brasilia, Chandigarh, Los Angeles, Marseilles, Milton Keynes, and New York, and the theorists considered include Ebenezer Howard, Corbusier, Reyner Banham, Jane Jacobs, David Harvey, and Mike Davis.

**Contemporary World History**

HIST-UA 831  *Offered every other year. Benite, Berenson. 4 points.*

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

**Topics in World History**

HIST-UA 830  *Offered every year. Hull. 4 points.*

This advanced lecture course varies in format and content each semester. In general, it examines different cultures comparatively over time and space, from the 15th century to the present.
Research Seminars

The research seminar is the culminating intellectual experience for the history major. Having taken the relevant lecture and readings courses to provide historical background and context, the seminar student undertakes the research and writing of an original paper. Research seminars should be taken in the senior year, but they are open to qualified juniors. They are small classes in which students present their own work and discuss the work of others.

Historical Studies: Theory and Practice (HIST-UA 101) is a prerequisite for all history seminars. Any additional prerequisites are noted in the course descriptions below.

Seminar: Topics in History
HIST-UA 401 4 points.
Topics vary from semester to semester.

EUROPEAN HISTORY

Seminar: Italian Fascism
HIST-UA 171  Identical to ITAL-UA 165. Offered every two to three years. Ben-Ghiat, Ferrari. 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.

Seminar: Culture and Communism in Eastern Europe
HIST-UA 263  Offered every other year. Wolff. 4 points.
Studies the history of communism in Eastern Europe since World War II and especially focuses on issues of intellectual history—that is, the ways in which the intellectuals of Eastern Europe, as representative of their national cultures, responded to the crises, challenges, and constraints of communism between 1945 and 1989. Issues include the nature of political dissidence under authoritarian governments in Eastern Europe. Focuses on writers from Poland, the former Czechoslovakia, and the former Yugoslavia. The format of the course is a discussion colloquium, with weekly assigned readings.

Seminar: Crusade and Trade: Western Expansion in the Eastern Mediterranean, 11th to 15th Centuries
HIST-UA 265  Offered every other year. Smyrlis. 4 points.
Examines Western expansion in the Eastern Mediterranean from the 11th to the 15th century, focusing on the two main, peaceful or violent, ways of Western penetration in the East. Topics include Western Europe in the period leading to the Crusades; the creation of overseas states (by the Franks) and of commercial empires (by the Italians); the Easterners’ reaction to the presence of the Westerners; and the latter’s influence on the social, political, economic, and cultural traditions of the East.

Seminar: Topics in Early Modern Europe
HIST-UA 279  Identical to MEDI-UA 279. Offered every year. Appuhn, Shovlin. 4 points.
The specific subjects treated in this seminar vary according to student need and instructor interest.

Seminar: The European Enlightenment
HIST-UA 286  Offered every other year. Shovlin. 4 points.
Students examine classic texts in Enlightenment studies as well as interpretations of the Enlightenment that place these texts in cultural context and larger historical perspective. Topics include the philosophes and the gods, the social and political sciences, ethical thought, utopian literature, and popular culture.

Seminar: Origins of World War I
HIST-UA 288  Offered every third year. Berenson. 4 points.
Explores the causes of and responsibility for the war. Topics include the diplomatic crises before 1914, the internal situation of Austria, the assassination of the Archduke Ferdinand, and the varying interpretations of the causes of the war.

Seminar: The Russian Revolution
HIST-UA 291  Offered every other year. Kotsonis. 4 points.
This seminar has two objectives: (1) an in-depth survey of the events, personalities, and interpretations of the Russian Revolution through a close analysis of numerous and varied sources and (2) a workshop in the writing of history through the preparation and criticism of short papers and written exercises.

Seminar: 19th-Century France
HIST-UA 302  Offered every other year. Berenson. 4 points.
Social and political history of France from the French Revolution to the late 19th century. Topics include the French Revolution and its legacy; the Empire; movements of the right and the left; urbanization; the Revolution of 1848 and the Paris Commune; the Dreyfus Affair; colonization; and the question of nationhood, citizenship, and the emergence of a French identity.
Seminar: 20th-Century France  
HIST-UA 303  Offered every year. Chapman.  4 points.  
The transformation of French society since the beginning of the 20th century. Topics include nationalism, socialism, labor conflict, economic crisis, war and collaboration, colonialism and decolonization, student uprising, immigration, the establishment of a presidential regime, and regional and ethnic militancy.

Seminar: Topics in Medieval History  
HIST-UA 441  Bedou-Bezak, Griffis. 4 points.  
Topics vary from semester to semester.

Seminar: Topics in European Intellectual History  
HIST-UA 443  Geroulanos, Shovlin. 4 points.  
Topics vary from semester to semester.

Seminar: Britain since World War II  
HIST-UA 451  Open to history majors who have completed Historical Studies: Theories and Practice (HIST-UA 101), or by permission of the instructor. Ortolano. 4 points.  
Assists students in writing archivally-based research papers about a single topic in recent British history. Since the end of the Second World War, 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. British history since 1945 has thus been characterized by the creation of the welfare state, the end of the British Empire, immigration and racial conflict, “Swinging London” and 1960s second-wave feminism, labor unrest and the decline of heavy industry, neo-liberal economics, and Tony Blair’s New Labour. We spend the first part of the seminar becoming acquainted with these developments, while also identifying specific topics for students to explore through primary-source-based papers of about 20 pages.

UNITED STATES HISTORY

Seminar: Topics in U.S. History  
HIST-UA 413  4 points.  
Topics vary from semester to semester.

Seminar: Labor History in the United States  
HIST-UA 416  Offered every other year. Montoya. 4 points.  
This course has two purposes. The first is to learn the fundamentals of historical research. By completing assignments that teach them how to conduct archival research and engage in historical analysis, students come to understand how historians engage in their craft, how they construct historical narratives, and how they ensure their accuracy. The course culminates in a 15- to 20-page research paper. The second purpose of this course is to learn about 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.

Seminar: Writing American History  
HIST-UA 417  Offered every year. Bender. 4 points.  
Explores the history of history writing in the United States, examining national histories written in the 19th and 20th centuries as part of American intellectual history. Focuses on theme, interpretation, points of view, and style in the work of past historians.

Seminar: American Intellectual History, 1750–1930  
HIST-UA 643  Prerequisite: a survey course in American history, American literature, or American political theory. Offered every other year. Bender. 4 points.  
Explores selected practical and prescriptive visions of American culture and politics articulated by writers, intellectuals, and political leaders since 1750. The work of the course is the reading and interpreting of key texts in their intellectual, political, and social contexts. Concerns itself with the interplay between ideas and experience, and politics and culture.

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

Seminar: Constructions of Race in U.S. History  
HIST-UA 680  Hodes. 4 points.  
Explores the ideas of race and how racial classifications have changed over time and across regions and cultures in the United States. Themes include language, color, law, science, slavery, mixed ancestries, and white identity.

Seminar: Race, Civil War, Reconstruction  
HIST-UA 683  Hodes. 4 points.  
The American Civil War punctuated the 19th century and transformed the nation. This seminar explores the experiences of slaves and former slaves,
politicians and community leaders, civilians and families, soldiers and veterans, and proceeds from the premise that slavery and race were central to the war’s causes and consequences.

Seminar: Ideology and Social Change in American History
HIST-UA 684 Offered every other year. 4 points.
Explores classical arguments in American history concerning social behavior. Central themes: the power of cultural conditioning, the role of schooling and other acculturating institutions, the uses of “uplifting” reform and organizational benevolence, and the intervention of professional experts into social policymaking. Special attention to the role of ethnic and racial leaders, proponents of success and socialization, critical investigations of family and femininity, and analysis of distinctive generational responses to these and related issues.

Seminar: The New Deal
HIST-UA 686 Offered every year. Katz. 4 points.
Explores the historical issues of the Great Depression and the New Deal years, 1933–1941, by discussing several relevant works on this period. Students choose a research project, which they report on both orally and in a seminar paper.

Seminar: Sport and Film in American History
HIST-UA 698 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.

HISTORY OF ASIA, AFRICA, AND LATIN AMERICA

Seminar: Capitalism in South Asia
HIST-UA 327 Offered every year. Sartori. 4 points.
Is capitalism a set of global arrangements superimposed on a set of local cultures, a long-term tendency of South Asian societies, or something that has entered into the very structure of modern South Asian society? This course explores a series of topics including the Indian Ocean trading world; “proto-industrialization” in pre-colonial India; the East India Company; deindustrialization, peasantization, and traditionalization; continuity and transformation in peasant society; developmentalist theories and pro-industrialization policies; nationalism, decolonization, and political economy; and neo-liberalism.

Seminar: Topics in Latin American History
HIST-UA 471 4 points.
Topics vary from semester to semester.

Seminar: Topics in Japanese History
HIST-UA 474 Offered every other year. Solt. 4 points.
Topics vary from semester to semester.

Seminar: China and Taiwan
HIST-UA 529 Offered periodically. Karl. 4 points.
Examines 20th-century Taiwan and China in their interrelationship and their divergent paths. It is not a diplomatic or international history course. Rather, it takes up crucial issues in the history of each polity and society, focusing primarily on Taiwan, thus allowing students to gain an understanding of the complexities of Taiwanese history and society and of this contested region of the world. The reading and writing load are heavy, and students are expected to participate in class. Some background in China’s or Taiwan’s history is desirable and presumed.

Seminar: Topics in Eurasian History
HIST-UA 533 Offered every year. 4 points.
Focuses on major historical issues and problems in the history of Eurasia, which is the largest landmass in the world but is rarely treated as a region or unit of historical analysis. Responds to recent shifts in the field of history that emphasize frameworks larger than the “nation-state” for historical research and analysis. Possible topics: The Mongol Empire and Its Legacy; Early Modern Empires: China, Russia, and the Ottomans; Scientific and Technological Exchanges, 1225–2000; Eurasian Militaries; and Nomads and Nomadism in Eurasia.

Seminar: Gender and Radicalism in Modern China
HIST-UA 536 Identical to EAST-UA 536. Offered every year. Karl. 4 points.
Examines the interrelated rise of political, ideological, and cultural radicalisms and of gender issues as a major subject and object of transformative social activity in 19th- and 20th-century China. Introduces approaches to gender theory and historical analysis through the use of primary and secondary sources on China, as well as through films and other visuals. Emphasis is on synthesizing contradictory material and on historical analytical issues. Includes a heavy writing and class-discussion component.

Seminar in Chinese History
HIST-UA 552 Identical to EAST-UA 552. Offered every year. Karl, Waley-Cohen, M. Young. 4 points.
Specific topics include China and the Global
Economy, 1492–1842; China and Christianity; Culture and Politics in Qing History; Republican Shanghai; Modern Chinese Intellectual History; Frontiers of China; Politics and Culture of the 1950s; Nationalism in Asia; The Cultural Revolution.

Seminar: Topics in Modern Africa
HIST-UA 584  Offered every year. Hull. 4 points.
Topics vary from semester to semester.

Seminar: Ancient Africa
HIST-UA 597  Offered every year. Hull. 4 points.
Critically examines a number of important cities, towns, and states that flourished before the period of external, mainly European, control. The course explores the key reasons for their emergence, dynamism, and demise. Considers such factors as governance, commerce, the arts and architecture, social organization, and religion. The period covered extends from the New Kingdom in Egypt (1550 B.C.E.) to the forest kingdoms of West Africa on the eve of the Atlantic slave trade in the mid-15th century.

Seminar: Japan and World War II in Asia
HIST-UA 710  Identical to EAST-UA 710. Offered every other year. 4 points.
Takes up a watershed event in Japanese history, the greatest single preoccupation of Japanese historians. The war is dealt with in two senses: its meaning for Japan’s international history and its impact on the domestic landscape. Readings are drawn from both primary and secondary sources so that interpretative controversies as well as texts may be discussed. Thematically, the course divides into sections: (1) the great debates over Japanese fascism and ultranationalism; (2) the China War; (3) the Pacific War; (4) the Coprosperey Sphere; (5) the atom bomb, surrender, and occupation; and (6) issues of public memory and war responsibility.

Seminar: Latin America and the Caribbean
HIST-UA 799  Offered every year. Ferrer, Grandin, Thomson, Weinstein. 4 points.
Recent topics have included African Slavery in Latin America and the Caribbean; Haiti and Cuba: Connections and Comparisons; the Cold War in Latin America; and Memory and Violence in Latin America. Students choose a research topic related to the semester’s theme, conduct primary source research in area libraries, and produce a final, original research paper.

Global and Special Topics Seminars
Seminar: Topics in Environmental History
HIST-UA 829  Appuhn, Needham. 4 points.

Honors Program
Honors Seminar
HIST-UA 994  Offered in the fall. 4 points.
Students define and research their thesis topic. Satisfies the advanced research seminar requirement for the major.

Honors 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- on the thesis is required to receive honors in history.

Independent Study
Independent Study
HIST-UA 997, 998  Prerequisites: junior or senior standing and permission of the instructor and the director of undergraduate studies. Students may not take more than one independent study course per term. No more than two may count toward the major. Instructors are limited to two independent study students per term. Offered every term. 2 or 4 points per term.

Internship Program
Internship
HIST-UA 980, 981  Prerequisite: permission of the director of undergraduate studies. Open only to junior and senior history majors. Offered every term. 4 points per term.
Enables advanced and qualified students to work on historical projects for credit for up to 12 hours per week in approved agencies or archival centers.

Cross-listed Courses
The following designated courses offered in other departments are generally cross-listed with the Department of History. For more up-to-date information on cross-listed courses, please check the schedules on the department’s website.
What Is Islam?
HIST-UA 85  Identical to MEIS-UA 691, RELST-UA 85. 4 points.
See description under Religious Studies.

Modern Jewish History
HIST-UA 99  Identical to HBRJD-UA 103. Engel. 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. 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.

Greek History from the Bronze Age to Alexander
HIST-UA 200  Identical to CLASS-UA 242. 4 points.
See description under Classics.

History of the Roman Republic
HIST-UA 205  Identical to CLASS-UA 267. 4 points.
See description under Classics.

History of the Roman Empire
HIST-UA 206  Identical to CLASS-UA 278. Fulfills advanced European requirement and pre-1800 requirement for the major. 4 points.
See description under Classics.

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.

The History of Ancient Egypt, 3200–50 B.C.E.
HIST-UA 506  Identical to MEIS-UA 611. Goel. 4 points.
See description under Middle Eastern and Islamic Studies.

History of Jewish Women in America
HIST-UA 511  Identical to HBRJD-UA 185. Fulfills advanced U.S. requirement. Offered every other year. Diner. 4 points.
See description under Hebrew and Judaic Studies.

The Ottoman Empire and the World Around It
HIST-UA 515  Identical to MEIS-UA 650, MEDI-UA 651. 4 points.
See description under Middle Eastern and Islamic Studies.

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

The Emergence of the Modern Middle East
HIST-UA 531  Identical to MEIS-UA 690. Lockman. 4 points.
See description under Middle Eastern and Islamic Studies.

Palestine, Zionism, Israel
HIST-UA 532  Identical to MEIS-UA 697. Lockman. 4 points.
See description under Middle Eastern and Islamic Studies.

The Land of Israel Through the Ages
HIST-UA 540  Identical to HBRJD-UA 141, RELST-UA 609. Schiffman. 4 points.
See description under Hebrew and Judaic Studies.

Seminar: Colonialism, Imperialism, and Nationalism in the Middle East
HIST-UA 541  Identical to MEIS-UA 677. Fahmy, Lockman. 4 points.
See description under Middle Eastern and Islamic Studies.

Seminar: Topics in Middle Eastern History
HIST-UA 550  Identical to MEIS-UA 688. 4 points.
See description under Middle Eastern and Islamic Studies.

Approaches to the Asian/Pacific/American Experience
HIST-UA 626  Identical to SCA-UA 301. 4 points.
See description under Asian/Pacific/American Studies.

Seminar: Modern Central Asia
HIST-UA 700  Identical to MEIS-UA 700. 4 points.
See description under Middle Eastern and Islamic Studies.
Vietnam: Its History, Its Culture, and Its Wars
HIST-UA 737  Identical to EAST-UA 737. Roberts, Young. 4 points.
See description under East Asian Studies.

The Holocaust: The Third Reich and the Jews
HIST-UA 808  Identical to HBRJD-UA 685. 4 points.
See description under Hebrew and Judaic Studies.

Topics in Women's History
HIST-UA 820  Identical to SCA-UA 737. 4 points.
Topics vary from term to term.

Graduate Courses Open to Undergraduates
Certain 1000-level courses in the Graduate School of Arts and Science are open to qualified undergraduates each semester, and qualified undergraduates are encouraged to enroll in those that fit the needs of their program. Permission of the instructor of the course and of the director of undergraduate studies is required.
International Relations (IR) is an honors major that seeks to provide students with an understanding of the global system's past, the tools to function effectively in the present, and the ability to respond to future developments. The program recognizes the changing nature of the contemporary political and economic environment and seeks to lay an interdisciplinary basis for understanding these changes. It provides students with an opportunity to study the complex web of transnational politics in an in-depth, interdisciplinary fashion. The breadth of courses is designed to match the breadth of knowledge and skills that the field requires. Fluency in a foreign language and a semester of study abroad 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.

**FACULTY**

**Professors**
Brams, Bueno de Mesquita, Denoon, Downs, Hsiung, Smith, Stasavage

**Associate Professors**
Chandra, Gilligan, Rosendorff, Satyanath

**PROGRAM**

Because this is an honors major, it is expected that students will maintain a GPA of 3.65 or better throughout their time as a major and complete an honors thesis in their senior year. As the program is demanding, the number of students who can be admitted is limited to 25 to 30 per year. Therefore, interested students need to submit a formal application by October 15 of their sophomore year. Application forms can be found at the International Relations website: [www.politics.as.nyu.edu/page/internationalrelations](http://www.politics.as.nyu.edu/page/internationalrelations).

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 Economic Principles I (ECON-UA 1) or II (ECON-UA 2), and commitment to the field.

All majors must complete a total of fourteen 4-point courses (56 points). They must complete four core courses, plus four courses in the international relations environment. Students must also demonstrate proficiency in a foreign language, take two courses in a regional specialization, and complete a semester in a study abroad program. Finally, students must complete the two-course senior honors sequence.

In the junior or senior year, students are also encouraged, but not required, to take an internship at one of the many international institutions or agencies located in New York City. Students can only receive academic credit for internships in their junior or senior year. Internships do not count directly toward the IR major. Internship credit is given as general College of Arts and Science credit. Students can pursue internship possibilities through the Department of Politics, the Department of Social and Cultural Analysis, the NYU Wasserman Center for Career Development, and internship opportunities posted on the International Relations website.

**Transfer Students**

We cannot consider applications to the IR honors major for students outside of NYU until the student is formally enrolled at NYU. Students transferring from another college within NYU may apply up until the fall of their junior year in certain cases. Permission to apply in the fall semester of their junior year is approved on a case-by-case basis by the program director. Students must have taken and received grades in at least two of the required core courses at NYU before applying in the fall of junior year. Once at NYU, students interested in...
MAJOR IN INTERNATIONAL RELATIONS

IR 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.

Foreign Language
Students may satisfy this requirement by completing two courses beyond the intermediate level. It is recommended that the language be related to the regional specialization and/or the study abroad site (but not, for example, if the site is London), but it is not required. We encourage students who are already fluent in English and another language to study an additional language at the advanced level. 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 would have to take the two courses past the intermediate level.

Regional Specialization
Majors must complete two 4-point courses focusing on a particular world region in a variety of disciplines, including economics, history, politics, sociology, and area studies. These courses are normally taken during the term abroad. Whether taken at NYU or abroad, both courses must be approved in advance by the director or the undergraduate adviser for IR.

Study Abroad
Students must spend a semester at an NYU program abroad or at one of the universities around the world with which NYU has an exchange agreement. For the most up-to-date information on study abroad opportunities, please see http://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 the year abroad will still permit the student to complete the necessary requirements for the major. The student should consult the undergraduate adviser for IR to discuss the possibility of an entire year abroad. Due to the yearlong senior honors sequence, students will not be able to study abroad in their senior year.

Senior Honors
The major constitutes an honors track with emphasis on quantitative methods and techniques, and students must complete the requirements for departmental honors by taking the senior seminar and writing a thesis (INTRL-UA 990, 991).

IR Briefing Session
A briefing session on the IR honors major takes place every September. Freshmen and sophomores wishing to apply to the IR honors major should attend the briefing session to learn more about the application process and requirements.

COURSES

Core Courses
Students are required to complete International Politics (POL-UA 700) and either Economic Principles I (ECON-UA 1) or Economic Principles II (ECON-UA 2) prior to application. Majors must complete four core courses, comprising ECON-UA 1, ECON-UA 2, POL-UA 700, and one statistics course from the list below. For course descriptions and prerequisites, see Economics, Politics, or Sociology in this Bulletin, as appropriate.

Economic Principles I
ECON-UA 1 Liberal Studies students may substitute ECI-UF 1001. Offered every semester. 4 points.

Economic Principles II
ECON-UA 2 Liberal Studies students may substitute ECI-UF 1002. Offered every semester. 4 points.

International Politics
POL-UA 700 Offered every year. 4 points.

Choose one statistics course from the four options below:
MAJOR IN INTERNATIONAL RELATIONS

Statistics (Economics)
ECON-UA 18  Offered every semester. 4 points.

Quantitative Methods in Political Science
POL-UA 800  Offered every semester. 4 points.

Statistics for the Behavioral Sciences (Psychology)
PSYCH-UA 10  Offered every year. 4 points.

Statistics for Social Research (Sociology)
SOC-UA 302  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.

International Economics
ECON-UA 238  Offered every year. 4 points.

Economic Development
ECON-UA 323  Offered every year. 4 points.

Topics in the Global Economy
ECON-UA 324  Offered every year. 4 points.

International Trade
ECON-UA 335  Offered every other year. 4 points.

U.S. Foreign Policy
POL-UA 710  Offered every year. 4 points.

National Security
POL-UA 712  Offered every year. 4 points.

Diplomacy and Negotiation
POL-UA 720  Offered every other year. 4 points.

International Organization
POL-UA 730  Offered in the fall. 4 points.

Business and American Foreign Policy
POL-UA 736  Offered every other 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.

Terrorism
POL-UA 742  Offered every other 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.

Inter-American Relations
POL-UA 780  Offered every other year. 4 points.

Undergraduate Field Seminar: International Relations
POL-UA 795  Offered every year. 4 points.

Immigration and Politics in Western Europe
POL-UA 511  4 points.

Games, Strategy, and Politics
POL-UA 844  Offered in the fall. 4 points.

IR Seminar: EU and Central Europe in Transition
INTRL-UA 9801  Offered in Prague. 4 points.

International Relations Senior Sequence
Senior Seminars
INTRL-UA 990, 991  Offered in fall and spring respectively. 4 points per term.

The international relations major's two-semester capstone experience. In the fall term, students acquire the skills required to write an excellent international relations thesis. They 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 honors thesis is written in the spring term.
MINOR IN

Irish Studies

www.irelandhouse.as.nyu.edu • Glucksman Ireland House • One Washington Mews, New York, NY 10003-6691 • Phone: 212-998-3950

Ireland and its diaspora present an extraordinarily significant and rewarding area of intellectual inquiry. The study of Irish society and culture provides students with an understanding of Ireland’s historical experience: its colonial past; its contribution to literature, both medieval and modern; its far-reaching effect in the modern world through its diaspora; and its dual-language tradition and rival national narratives. The Irish studies minor at NYU offers an interdisciplinary program providing students with the opportunity to study and pursue directed research in the history and culture of Ireland and Irish America, exploring such areas as literature, history, drama, politics, art, cinema studies, music, and the Irish language. A faculty of internationally renowned scholars is supplemented by the regular presence of prominent visiting professors. In addition to the program at Washington Square, NYU in Dublin gives students the opportunity to study in Ireland during the summer.

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

FACULTY

Glucksman Chair of Irish Studies
Lee

Clinical Associate Professor
Truxes

Clinical Assistant Professors
Casey, Waters

Global Distinguished Professor
Moloney

Irish Language Lecturer
Ó Cearúll

Assistant Professor/Faculty Fellow
Londe

Adjunct Assistant Professors
Almeida, Bender

Adjunct Irish Language Lecturer
Mhic Suibhne

PROGRAM

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

NYU in Dublin
The focus of NYU’s summer program in Dublin is contemporary Ireland and its culture. The program is centered at Trinity College, Ireland’s oldest university, situated in the heart of Dublin, where students reside and take classes. Courses are open to NYU and non-NYU students, both graduate and undergraduate, and include Irish literature, history, politics, visual and performing arts, creative writing, popular culture, and the Irish language. The academic program is complemented by a series of field trips and cultural and social activities designed to broaden students’ knowledge of Ireland. Among the typical evening activities are outings to the theatre, poetry readings, screenings at the 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.
MINOR IN IRISH STUDIES

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 gs.as.irishstudies.ma@nyu.edu.

COURSES

Introduction to Celtic Music
IRISH-UA 152 Identical to MUSIC-UA 182. Lecture. Given every fall. Moloney. 4 points. Provides a comprehensive introduction to the traditional and contemporary music of the Celtic areas of Western Europe: Ireland, Scotland, Wales, Brittany, and Galicia. Recordings and live performances present the extraordinary range of singing styles and the musical instruments employed in each culture, including harps, bagpipes, and a variety of other wind, free reed, keyboard, and stringed instruments. Forms and musical styles are explored in depth, along with a study of their origin, evolution, and cultural links.

The Irish and New York
IRISH-UA 180 Identical to SCA-UA 758, HIST-UA 180. Lecture. Given annually. Casey. 4 points. Explores the symbiotic relationship between New York City and the Irish from the 18th through the 20th centuries, as well as the impact of political, social, and cultural changes in Ireland and America on a transnational population. Factors beyond race and language, which help define and preserve ethnic group identity, as well as the city's role in the creation of a pseudo-Irish identity that is disseminated on both sides of the Atlantic, are also explored. Readings are broadly drawn from immigration, urban, and social history. Primary documents, literature, and film are also used as texts.

Topics in Irish History
IRISH-UA 181 Identical to HIST-UA 181. Lecture. Given annually. Casey, Lee, Truxes. 4 points. Emphasis varies by semester; designed to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included imagery and ideology of Irish nationalism, Irish American popular folk culture, and the Irish in America. Recently, focus has concentrated on the development and modernization of the Republic of Ireland with particular consideration of the economy; the Great Famine of 1845–51, which was an immediate and long-term catastrophe for the Irish people but also the catalyst for substantial changes—positive and negative—in Irish society and culture; and the cinematic representations of Irish Americans.

History of Modern Ireland I, 1580–1800
IRISH-UA 182 Identical to HIST-UA 182. Lecture. Given every fall. Truxes. 4 points. Examines the English conquest of Ireland from the reign of Elizabeth I to the last meeting of the Irish Parliament. Key themes include the plantation of Ireland with settlers from England, Scotland, and Wales; the decline of the Gaelic political order and culture; the religious reformation and Counter-Reformation; Ireland as a site of English and European wars; the imposition of a penal code; and the vain attempt to rebel against British rule in the late 18th century, resulting in the Act of Union, which disestablished the Irish Parliament in Dublin.

History of Modern Ireland II, 1800 to the Present
IRISH-UA 183 Identical to HIST-UA 183. Lecture. Given every spring. 4 points. Introduces the general themes that have shaped Irish history from 1800 to the present. Particular attention is paid to the complex geopolitical relationship that has existed between Ireland and Britain. Examines the place of the historical memory in fashioning inherited identities shaped most explicitly by nationalism and unionism. In the aftermath of revolution, a bitter civil war and partition, the island saw two state-building projects emerge catering to the needs of two jurisdictions. Using the lens of Ireland, this class seeks to locate the Irish experience in the context of world history as a nation massively influenced by Britain and the United States.

Seminar in Irish History
IRISH-UA 185 Identical to HIST-UA 185. Casey, Lee, Truxes. 4 points. Intensive examination of specific areas of Irish history, with an emphasis on critical reading and individual research projects. Past themes include the development and modernization of the Republic of Ireland with particular consideration of the economy; the Great Famine of 1845–51, which was an immediate and long-term catastrophe for the Irish people but also the catalyst for substantial changes—positive and negative—in Irish society and culture; and the cinematic representations of Irish Americans.

The Irish in America
by considering the history of the relationship from both sides of the Atlantic. Encompasses the period from 1845 to the present: the years from the potato famine to the Celtic Tiger. Areas covered include the political, social, and economic forces in Ireland that prompted emigration; the demographic patterns of immigration; the role of religion and the Catholic Church in the development of the community; Irish immigrant influence and involvement in the American political system and labor movement; the persistence of the Irish nationalist movement in America; and how the Irish experience in America is reflected in literature and on stage and screen. Course materials range from readings in immigration history and original source material to Irish American drama and film.

**Oral History of Irish America**

IRISH-UA 203 Seminar. Given every fall. Almeida. 4 points.

Students are introduced to the techniques and practice of the oral history interview, including background research, drafting questions, conducting the interview, and creating supporting documentation. They explore issues about history ethics and the significance of oral history for historical literature. Students conduct one supervised interview and create all supporting documentation to create a final web-based project that is also deposited in the Archives of Irish America in NYU’s Bobst Library.

**Cinematic Representations of Irish Americans**

IRISH-UA 204 Seminar. Casey. 4 points.

Concentrates on the variety of images, particularly feature films since 1900, that have been used to characterize the Irish who live in the United States. Analyzes the roots of that imagery and the implications of cinematic representation for Irish American history. Students learn how to “read” American cinema as documentary evidence of the visual construction of ethnicity. The skills acquired in this seminar translate into a heightened awareness of the relationship between ethnicity and all forms of media in contemporary American popular culture.

**Contemporary Irish Politics and Society**

IRISH-UA 515 Identical to EURO-UA 515. 4 points.

An examination of the politics of contemporary Ireland, north and south. The course focuses on political, governmental, and constitutional developments in the Republic of Ireland since independence and discusses the causes of conflict and the prospect of resolution in Northern Ireland.

**The Irish Renaissance**

IRISH-UA 621 Identical to ENGL-UA 621. Lecture. 4 points.

See description under English in this Bulletin.

**Irish American Literature**

IRISH-UA 622 Identical to ENGL-UA 622. Lecture. Almeida. 4 points.

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

**Colloquium: Joyce**

IRISH-UA 625 Identical to ENGL-UA 625. Seminar. Given annually. 4 points.

See description under English in this Bulletin.

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

**Topics in Irish Literature**

IRISH-UA 761 Identical to ENGL-UA 761. Lecture. 4 points.

Emphasis varies by semester; designed to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included contemporary Irish fiction and poetry, Irish women writers, and Northern Irish poetry.

**Topics in Irish Literary, Visual, and Performing Arts**

IRISH-UA 902 4 points.

Topics vary by semester; please consult Albert course listings.

**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.
Basic Language Courses in Irish

The courses focus on learning Irish (sometimes referred to as Gaelic) as it is spoken in the Irish-speaking regions of Ireland, known as the Gaeltacht. The courses utilize conversation and song, 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 MAP language requirement.

Elementary Irish I
IRISH-UA 100  Identical to EURO-UA 100. Open to students with no previous training in Irish. 4 points.
Introduces students to the rudiments of the Irish language, including phonemes and pronunciation, syntactical structure, and verbal conjugations. In addition, a history of the language is provided, as well as a general introduction to Irish culture, including discussions of family and place names. Students are encouraged to begin speaking with basic sentence structures.

Elementary Irish II
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.
Builds on the grammatical lessons of Elementary Irish I and expands into more complex verbal conjugations while concentrating on idiomatic expressions. The accumulation of vocabulary is stressed, and students are introduced to basic literature in Irish while developing beginning conversational fluency.

Intermediate Irish I
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.
For the more advanced student of Irish. 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, further encouraging students to strengthen their pronunciation and command of spoken Irish.
The Department of Italian Studies at New York University is one of the country’s leading centers for Italian studies and offers both undergraduate and graduate degrees. With a faculty of internationally renowned scholars and the regular presence of prominent visiting professors from Italy, the department offers a complete and interdisciplinary program of study and training in Italian language, literature, culture, history, and society. In a rigorous and yet relaxed academic environment, students will master the language and obtain a thorough understanding of Italian history, culture, and society.

Courses are offered in both Italian and English and range from Dante to contemporary cinema and society; from women writers of the Renaissance to futurist performance art. Students will find that a major or minor in Italian is an excellent complement to studies in other areas, including economics, political science, law, history, comparative literature, music, art, drama, and film. Students majoring or minoring in Italian are strongly encouraged to spend at least one semester at NYU’s Global Academic Center in Florence, which provides immersion in Italian culture and language and offers courses with professors from the Italian university system as well as distinguished NYU faculty members. Located in Greenwich Village and Florence, areas abounding in international flavor, artistic tradition, and intellectual vivacity, the department is committed to fostering intellectual inquiry and discovery.

### FACULTY

**Professors**
- Ben-Ghiat, Cox, Forgacs, Freccero, Tylus

**Associate Professor**
- Ardizzone

**Assistant Professors**
- Ferrari, Merjian

**Clinical Associate Professor**
- Albertini

**Adjunct Professors**
- Calvino, Rossellini

**Global Distinguished Professor**
- Bolzoni

**Faculty Affiliates**
- Appuhn (History), Hendin (English), Javitch (Comparative Literature), Rice (Art History), Santarelli (European Studies)

**Senior Language Lecturers**
- Anderson-Tirro, Bresciani, Cipani, Marchelli, Scarcella Perino, Visconti di Modrone

**Language Lecturers**
- Bonfield, Sebastiani de Nicola

### PROGRAM

#### Major in Italian Studies

Satisfactory knowledge of Italian is a prerequisite for majoring in Italian. This is normally interpreted as the completion of Advanced Review of Modern Italian (ITAL-UA 30) with the grade of C or better.

The major consists of nine 4-point courses (36 points). Qualified students choose one of two programs of study within the major: either Italian Language and Literature, or Italian Language, Culture, and Society.

**Italian Language and Literature**

This plan of study normally consists of the following:

- Advanced Review of Modern Italian (ITAL-UA 30)
- One conversation course, either Conversations in Italian (ITAL-UA 101) or Italian through Cinema (ITAL-UA 107)
- One composition course, either Creative Writing in Italian (ITAL-UA 103), Advanced Composition (ITAL-UA 105), or Translation (ITAL-UA 110)
- Two readings in literature courses: Readings in Medieval and Renaissance Literature (ITAL-UA 115) and Readings in Modern Italian Literature (ITAL-UA 116)
- Three advanced literature courses
- One culture and society course
Italian Language, Culture, and Society

This plan of study normally consists of the following:

- Advanced Review of Modern Italian (ITAL-UA 30)
- One conversation course, either Conversations in Italian (ITAL-UA 101) or Italian through Cinema (ITAL-UA 107)
- One composition course, either Creative Writing in Italian (ITAL-UA 103), Advanced Composition (ITAL-UA 105), or Translation (ITAL-UA 110)
- One readings in literature course, either Readings in Medieval and Renaissance Literature (ITAL-UA 115) or Readings in Modern Italian Literature (ITAL-UA 116)
- Three culture and society courses
- One additional Italian culture and society course, chosen from the relevant course offerings of other departments, such as history, medieval and Renaissance studies, music, politics, or Italian graduate courses open to seniors (for general requirements, please see under “Graduate Courses Open to Undergraduates”)
- One advanced literature course

The prerequisite for introductory literature, advanced literature, and 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.

All prospective majors should consult with a department adviser prior to registration.

Internships do not count toward the Italian major.

Major in Romance Languages

See the Romance Language 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).

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, 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 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)
  - Syntax and semantics (LING-UA 4)
  - Computational linguistics (LING-UA 3, LING-UA 24)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

Minor

All students who wish to minor in Italian must contact the department and consult a departmental adviser prior to registration. The minor normally consists of four courses beyond Intermediate Italian II (ITAL-UA 12) or
Intensive Intermediate (ITAL-UA 20). These courses shall consist of the following:

- Advanced Review of Modern Italian (ITAL-UA 30)
- One advanced language course (ITAL-UA 101, ITAL-UA 103, ITAL-UA 105, ITAL-UA 107, or ITAL-UA 110)
- Two courses in literature and/or culture and society, to be chosen in consultation with an adviser

Note: Internships do not count toward the minor.

Honors Program in Italian Studies

Eligibility
To qualify for honors in Italian Studies, 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.

Requirements
Students will 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 of these courses may be counted as advanced courses for the major. The subject of the Senior Honors Seminar changes each year and is decided on by the faculty member teaching the seminar. Students select and work on an individual basis with a departmental faculty member who becomes the honors thesis adviser. The adviser is chosen in consultation with the director of the honors program. The thesis should be a work of scholarship and/or criticism in the field of Italian studies and should be from 40 to 60 double-spaced pages in length. In consultation with an additional faculty member who also evaluates the thesis, the student's thesis adviser determines whether or not to recommend him or her for honors in Italian. A grade of at least A- is required for the award of honors in Italian. Students receiving a lower grade will simply be awarded 8 credits toward the major.

Internships
In addition to the basic requirements for the major, students also have the opportunity to 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. Please note that internships do not count towards the major or minor.

Accelerated B.A./M.A. Program in Italian Studies
The Department of Italian Studies offers qualified students the opportunity to earn the B.A. and M.A. degrees in a shortened period of study. 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. held entirely in Florence. 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 exams are waived.

Undergraduates majoring in Italian 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 are required to 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 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. With the assistance of a senior academic adviser, B.A./M.A. students visit research institutions, such as the Biblioteca Nazionale, Villa I Tatti, and Archivio di Stato, and attend biweekly seminars at Villa La Pietra led by distinguished Italian and American scholars. While in Florence, they may have the opportunity to work as a peer adviser in one of the undergraduate dorms and receive free room and board; otherwise, they are entitled to receive assistance with housing options from the University.
Current majors in Italian at NYU are encouraged to begin thinking about the B.A./M.A. program in their junior year and should plan to register for two graduate-level seminars before graduating. For further information on the M.A., students should contact Professor Jane Tylus (jt76@nyu.edu), departmental liaison to the program in Florence, or Professor Virginia Cox, Director of Graduate Studies (vc28@nyu.edu). A designated adviser in the College of Arts and Science (CAS) Advising Center in the Silver Center for Arts and Science (100 Washington Square East, Room 905; 212-998-8130) is also available for assistance with the B.A./M.A. program.

Facilities

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 now a widely recognized center for Italian cultural and social activities. Students are encouraged to participate in the many lectures, conferences, concerts, and film series that Casa Italiana and the Department of Italian Studies offer.

NYU Florence

NYU Florence at Villa La Pietra
NYU’s Global Academic Center in Florence is situated on a hillside just north of the city. A magnificent 57-acre Renaissance estate with five villas, La Pietra houses a notable early Renaissance art collection and one of the most beautiful and authentically restored Renaissance gardens in Italy. This extraordinary campus environment features newly renovated classrooms, computer labs, e-mail and Internet access, and other facilities. Students are lodged in villas at La Pietra or in private apartments and households in residential areas.

Students can study at NYU Florence for the fall or spring semester, as well as for the full academic year. A full course load is typically four courses per semester (16 to 18 points) or 32 to 36 points for the academic year. 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. They may live at Casa Fiorentina, an Italian-speaking-only residence located in the city center, which offers special events and trips for students, or they may choose to live with an Italian family. Students may also participate in one of the many internship possibilities in Italian schools, museums, or with the elderly in a “meals on wheels” program.

Additionally, NYU Florence offers a six-week summer program for NYU undergraduates and visiting students. Students can attend Italian language as well as literature, cinema, opera, and art history courses. Courses include all levels of intensive Italian language classes and offer a chance to experience the city of Florence in its different aspects. Students live in the modern residences that surround Villa La Pietra and participate in weekend excursions and cultural activities.

Note: Placement in Italian language courses is explained under “Placement Examinations” in the Academic Policies section of this bulletin.

Fulfillment of the Morse Academic Plan (MAP)

Language Requirement
The language requirement in Italian may be fulfilled either by two 6-point intensive courses (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; ITAL-UA 10, ITAL-UA 11, and ITAL-UA 12) for a total of 14 points. All students planning to study in Italy or continue their study of Italian beyond the MAP requirements are strongly advised to take ITAL-UA 10 and ITAL-UA 20, since this permits completion of the language requirement in two semesters.
DEPARTMENT OF ITALIAN STUDIES

Introductory Language Courses

INTENSIVE SEQUENCE

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 MAP language requirement. Offered every semester. 6 points.

EXTENSIVE SEQUENCE

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 MAP language requirement. To fulfill MAP 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.

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 permission of the instructor. This course is a prerequisite for other advanced courses in language, literature, and culture and society. Offered every semester. 4 points.

Systematizes and reinforces the language skills presented in earlier-level courses through an intensive review of grammar and composition, lexical enrichment, improvement of speaking ability, and selected readings from contemporary Italian literature.

Conversations in Italian
ITAL-UA 101 Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every semester. 4 points.

Students entering this course should have mastered the fundamental structures of Italian. Designed to help students gain confidence and increase their effectiveness in speaking present-day Italian. Through discussions, oral reports, and readings, students improve pronunciation, become familiar with idiomatic expressions, and develop vocabulary that 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 Formerly Rewriting Italian. Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every semester. 4 points.

A creative approach to writing in Italian that emphasizes transformations of texts. Students are encouraged to rewrite, parody, and shift genres, with the aim of improving their writing and reading techniques.

Advanced Composition
ITAL-UA 105 Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every semester. 4 points.

Aims to improve the student’s written Italian and reading comprehension of difficult texts. The approach is threefold: (1) intensive study of the syntactical structures of Italian; (2) reading and analysis of contemporary texts from various sources, such as newspapers, magazines, and literary works; and (3) frequent writing of short compositions stressing grammatical and syntactical accuracy, as well as variety of vocabulary.
Italian through Cinema
ITAL-UA 107 Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every semester. 4 points.
Students entering this course should have mastered the fundamental structures of Italian. Aims to enrich knowledge of Italian language, culture, and society through screening and discussion of contemporary Italian cinema and detailed analysis of selected film scripts. Students are encouraged to use different idiomatic expressions and recognize regional linguistic variety. Special emphasis is placed on developing a more extensive vocabulary and an expressive range suited to discussion of complex issues and their representation.

Translation
ITAL-UA 110 Prerequisites: Advanced Review of Modern Italian (ITAL-UA 30) and one of the following: ITAL-UA 101, ITAL-UA 103, ITAL-UA 105, or ITAL-UA 107, or permission of the department. Offered every spring. 4 points.
Introduces students to the theory and practice of translation. While engaging in the craft of translation firsthand, students gain a deeper understanding of the Italian language through the study of contemporary texts, such as Italian novels and short stories. The course also stresses the acquisition of vocabulary and complex idiomatic structures necessary for effective reading comprehension, as well as written expression. A special emphasis is on the analysis of dialogue, style, and linguistic choices of each author, in order 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.

Introductory Literature Courses

Introductory Literature 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 in the fall. 4 points.
Introductory-level literature course that, through a close reading of authors such as Dante, Boccaccio, Petrarch, Machiavelli, and Ariosto, focuses on how to understand a literary text in Italian. Covers Italian literature from its origins to the 17th century.

Readings in Modern Italian Literature
ITAL-UA 116 Offered in the spring. 4 points.
Introductory-level literature course that, through a close reading of authors such as Alfieri, Foscolo, Leopardi, Manzoni, Verga, D’Annunzio, Moravia, and Calvino, focuses on how to understand a literary text in Italian. Covers Italian literature from the 18th century to the contemporary period.

Introduction to the Middle Ages
ITAL-UA 117 Offered every other year. Ardizzone. 4 points.
Literature and culture of the Middle Ages with a focus on the 13th and 14th centuries, Francis of Assisi, Laudi, the Sicilian poets, the dolce stil novo, and Dante’s minor works are examined, as well as Boccaccio’s Decameron and Petrarch’s Rime. Works are considered in relation to feudal society, the Church, the communes, and other medieval political structures.

Advanced Literature Courses

The prerequisite for the following courses is Advanced Review of Modern Italian (ITAL-UA 30) when the course is conducted in Italian, or permission of the instructor. It is recommended that Readings in Medieval and Renaissance Literature (ITAL-UA 115) or Readings in Modern Italian Literature (ITAL-UA 116) be taken before any advanced literature courses taught in Italian.

Love and War in Renaissance Italy: Chivalric Romance and Epic
ITAL-UA 145 Offered every two to three years. Cox. 4 points.
Offers the opportunity to study two of the greatest works of Italian literature, Lodovico Ariosto’s Orlando furioso (1532) and Torquato Tasso’s Gerusalemme liberata (1581). Looks at these poems in their historical context and in relation to the rich literary traditions of romance and epic that converge in them. Thematic focuses include the construction of gender and the representation of religious and racial “otherness.”

Women’s Writing in the Italian Renaissance
ITAL-UA 162 Identical to SCA-UA 163. Offered every two to three years. Cox. 4 points.
A study of the remarkable tradition of published writings by women that developed in Italy between the 15th and 17th centuries. Offers an opportunity to look in detail at the works of well-known writers such as Vittoria Colonna, Gaspara Stampa, and Veronica Franco and lesser-known figures such as Moderata Fonte and Maddalena Campiglia. We
address the reasons for the emergence of this tradition of writing by women and the dynamics of its relationship with contemporary male literary culture.

**Dante's Divine Comedy**
ITAL-UA 270  Identical to MEDI-UA 270 when taught in English. Offered every two to three years. Ardizzone, Freccero. 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.

**20th-Century Italian Poetry**
ITAL-UA 272  Offered every two to three years. Ardizzone. 4 points.

Covers the major Italian poets and poetic movements of the 20th century. Works by Ungaretti, Quasimodo, D'Annunzio, Luzi, Zanzotto, and the Lombard school are examined.

**Decadent Italy**
ITAL-UA 273  Formerly *The Romantics*. Offered every two to three years. Ferrari. 4 points.

Focuses on the thriving cultural life of the years from Italy's unification in 1870 to the rise of fascism in 1919. Explores the ascent of movements such as *scapigliatura*, naturalism, decadentism, and futurism. Social, political, and artistic ideas of the period are studied through the works of writers such as Verga, Pascoli, D'Annunzio, Marinetti, and Svevo.

**Pirandello and the Contemporary Theatre**
ITAL-UA 274  Identical to DRLIT-UA 280 when taught in English. Offered every two to three years. 4 points.

An introduction to Luigi Pirandello's major plays as they relate to the foundation of contemporary theatre. Attention is also paid to grotesque and futurist drama. Works studied include *Sei personaggio in cerca d'autore*, *Così è (se vi pare)*, and *Enrico IV*.

**Modern and Contemporary Century Italian Narrative**
ITAL-UA 275  Offered every two to three years. Ferrari. 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.

**Postmodern Italian Fiction**
ITAL-UA 276  Formerly *Calvino and Postmodernism*. Offered every two to three years. Ferrari. 4 points.

Follows the development of the Italian novel from the 1970s to the present day. Readings include contemporary classics from authors such as Morante, Calvino, Volponi, Tondelli, and Tabucchi, as well as novels published in the last few years.

**Novel and Society**
ITAL-UA 277  Offered every two to three years. Ferrari. 4 points.

Covers the development of the Italian novel in the context of larger social, political, and cultural developments in Italian society. Particular attention is paid to the relations between narrative and shifts in national identity following the unification of Italy in 1870 and at important historical moments of the 20th century. Texts include works by Manzoni, Verga, D'Annunzio, Tomasi di Lampedusa, Vittorini, Moravia, and Volponi.

**Women Writers in Contemporary Italy**
ITAL-UA 278  Formerly *The Italian Woman*. Offered every two to three years. Ferrari. 4 points.

Covers novels written by 20th-century Italian women writers. Attention is paid to concepts of gender, history, self, and the differing narrative strategies chosen to portray Italian society and women's places within it. Texts include works by Banti, Maraini, Corti, Morante, Ginzburg, Bellonci, and Aleramo.

**Italian Autobiographies**
ITAL-UA 279  Identical to EURO-UA 276. Offered every two to three years. Ferrari. 4 points.

Examines strategies of self-representation in autobiographies, diaries, letters, and novels of selected authors. Readings include selections from Petrarch, Cellini, Goldoni, Casanova, Alfieri, Pellico, Sciascia, Aleramo, Viganò, and others.

**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: Travel Literature in Italy
ITAL-UA 283  Offered every two to three years. Ferrari. 4 points.
Examines a selection of Italian travel narratives within the context of contemporary postcolonial theory. Readings include several early modern accounts of voyages of discovery, as well as 19th- and 20th-century travel narratives, both fictional and nonfictional. Topics to be considered include the relation between power and the production of knowledge as it manifests itself in such narratives; intertextuality and its ideological effects; and modes of representation of racial, cultural, historical, and sexual otherness.

Topics in Italian Literature
ITAL-UA 285  Offered every two to three years. 4 points.
Courses on subjects of special interest taught by either a regular or a visiting faculty member. For specific courses, please consult the current class schedule.

Court Culture in Renaissance Italy
ITAL-UA 311  Offered every two to three years. Cox. 4 points.
Offers the opportunity to study Italian Renaissance art and literature within its social and political contexts, focusing especially on the princely courts of northern Italy, which were among the most dynamic and innovative centers of cultural production in Europe in this period. Secondary source assignments are supplemented with a study of 16th-century literary texts and artworks.

Gender and Performance in the Italian Theatre
ITAL-UA 720  Identical to DRLIT-UA 720. Offered every two to three years. Tylus. 4 points.
Examines plays that explicitly highlight and question the status and performance of gender, as well as selections from political treatises, books of manners, and historiography of the early modern period (1350 to 1700). Topics such as cross-dressing, the emergence of the actress and commedia dell’arte troupes, the dynamics of spectatorship, the development of perspective in painting and theatre, and court power relations are considered, as well as the “revisions” that women playwrights and writers made to a largely male-dominated canon.

Italian American Life in Literature
ITAL-UA 724  Identical to ENGL-UA 724. Offered every two to three years. Hendin. 4 points.
A study of the fiction and poetry through which Italian American writers have expressed their heritage and their engagement in American life.

From narratives of immigration to current work by “assimilated” writers, the course explores the depiction of Italian American identity. Challenging stereotypes, it explores changing family relationships, sexual mores, and political and social concerns.

Topics in Renaissance Literature
ITAL-UA 760  Offered every two to three years. 4 points.
Variable content course taught by regular or visiting faculty. For specific course content, see current class schedule.

The Sicilian Novel
ITAL-UA 862  Offered every two to three years. Tylus. 4 points.
Consideration of the Sicilian novel of the 19th and 20th centuries, with particular attention to Sicily’s distinct literature and culture. Writers may include Verga, Pirandello, De Roberto, Lampedusa, Sciascia, Mario Puzo, Andrea Camilleri, Dacia Maraini, Elio Vittorini, and Vincenzo Consolo; films may include Cinema paradiso, La terra trema, Il Gattopardo, The Godfather, and Salvatore Giuliano.

The Italian South: Literature, Theatre, Cinema
ITAL-UA 863  Identical to DRLIT-UA 863. Offered every two to three years. Tylus, Rossellini. 4 points.
Examines the works of southern thinkers and writers (Bruno, Campanella, and Vico), as well as the Neapolitan Enlightenment and the southern question. It also engages the works of 20th-century writers from southern Italy or of authors who have written about it, such as Carlo Levi, Giuseppe Tomasi di Lampedusa, Giovanni Verga, Leonardo Sciascia, and Vincenzo Consolo.

Petrarch and Petrarchism
ITAL-UA 872  Formerly Italian Lyric Poetry. Offered every two to three years. Cox. 4 points.
Examines the love poetry of Petrarch, one of the most influential lyric poets of all time and a key figure in Renaissance thought. Also traces Petrarch’s influence on later Italian Renaissance poetry, focusing on the 16th century. Poets to be studied include women writers such as Vittoria Colonna and Gaspara Stampa and artists such as Michelangelo and Bronzino.

Culture and Society Courses
Prerequisite for the following courses is Advanced Review of Modern Italian (ITAL-UA 30) when the course is conducted in Italian, or permission of the instructor.
The Courtesan in Italian Renaissance Society and Culture
ITAL-UA 142  Offered every two to three years. Cox. 4 points.
Examines an intriguing figure within the social panorama of Renaissance Italy, the "honest courtesan" or cortigiana onesta. It contextualizes courtesans' social position and cultural status, embracing elements of social history, literary history, and music and art history. Texts studied include both representations of courtesans, such as the notorious dialogues of Pietro Aretino, and writings by courtesan poets, such as Tullia d’Aragona and Veronica Franco.

Machiavelli
ITAL-UA 147  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. In this course, Machiavelli’s political, historical, and theatrical works are read in the context in which they were conceived—the much tormented and exciting Florence of the 15th and early 16th centuries, struggling between republican rule and the magnificent tyranny of the Medici family.

Italian Culture and the Discourses of Early Modern Colonialism
ITAL-UA 148  Offered every two to three years. Tylus. 4 points.
An overview of the earliest documents relevant to Italian exploration of the "new world," as well as a consideration of the impact that the explorations had at home. Focuses on early colonial literature, such as the letters of Columbus, Pigafetta, and others, and examines the process of colonization of the Italian subject as evident in works by Machiavelli, Tasso, and Campanella.

Florence: Literature, Art, Culture
ITAL-UA 149  Offered every two to three years. Tylus. 4 points.
Covers the jewel of Italian cities, from its Roman origins to the early 20th century. While the focus is on literary works, we also spend considerable time looking at the creation and expansion of the city itself as an architectural unit, as well as at its art works and its cultural florescence during the Renaissance. Ideal for students who plan to study at La Pietra in the near future.

Dante and His World
ITAL-UA 160  Identical to MEDI-UA 801, ENGL-UA 143. Offered every two to three years. Ardizzone, Freccero. 4 points.
Interdisciplinary introduction to late medieval culture, using Dante, its foremost literary artist, as a focus. Attention is directed to literature, art, and music, in addition to political, religious, and social developments of the time. Emphasizes the continuity of the Western tradition, especially the classical background of medieval culture and its transmission to the modern world.

The Civilization of the Italian Renaissance
ITAL-UA 161  Identical to MEDI-UA 161 when taught in English. Offered every two to three years. 4 points.
Study of Italian Renaissance civilization from its roots in the Middle Ages. Concentrates on the major problems of the times: the rise of the city-states and the evolution of the signorie, the birth of new language and art forms, and the changing attitudes toward the classical world, science, and philosophy. Students also explore, through readings of chronicles, letters, and contemporary documents, the effects such transformations had on the people of the times, on their daily lives, and on self-perceptions.

Italian Fascism
ITAL-UA 165  Formerly Fascism and Culture. Offered every two to three years. Ben-Ghiat, Ferrari. 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.
Covers the political, cultural, economic, and social history of Italy since World War II. Starting with the transition from fascism to democracy, examines the Cold War, the growth of a mass consumer society, the social and political movements of the late 1960s and 1970s, the battle against the Mafia, postwar emigration, the rise and fall of postwar Christian Democracy and Italian communism, and the emergence of new parties in the 1990s such as Berlusconi’s Forza Italia, Bossi’s Northern League, and Fini’s neofascist Alleanza Nazionale.

Italian Colonialism
ITAL-UA 167  Identical to HIST-UA 286, EURO-UA 161. Offered every two to three years. Ben-Ghiat. 4 points.
Studies Italian colonialism from the late 19th
century through decolonization. Through readings of colonial travel literature, films, novels, diaries, memoirs, and histories, we address the meaning of colonialism within Italian history and culture, the specificities of Italian colonialism, and the legacies of colonialism in contemporary Italy.

**Modern Italy**

ITAL-UA 168  Identical to EURO-UA 163; HIST-UA 168. **Offered every two to three years.** Ben-Ghiat. 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 two to three years.** 4 points.

Variable content course taught by regular or visiting faculty. For specific course content, see current class schedule.

**Women Mystics**

ITAL-UA 172  **Offered every two to three years.** Tylus. 4 points.

Traces the historical, social, and literary significance of female mystics in late medieval and early modern Italy (from roughly 1200 to 1600) through writings by and about them. Primary materials include letters, autobiographies, and hagiographies, while select secondary sources help to situate these women and their texts within their proper historical, literary, and theological contexts.

**Topics in Italian Culture**

ITAL-UA 173  **Offered every two to three years.** 4 points.

Courses on subjects of special interest taught by a regular or visiting faculty member. For specific courses, please consult the current class schedule.

**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 representation of Italian history from ancient Rome to the Risorgimento through the medium of film. Issues to be covered throughout include 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; 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. We explore the possibilities and limitations of feature films for the representation of history, and ask: What happens when history becomes cinema and when cinema takes on history?

**“Renaissance Man” Revisited**

ITAL-UA 811  **Offered every two to three years.** Cox. 4 points.

Centers on the study of two key texts of Italian Renaissance social and political thought, Machiavelli’s *Il principe*, and Castiglione’s *Libro del Cortegiano*. The human ideals described in these works—Machiavelli’s ruler and Castiglione’s courtier and court lady—are discussed in relation to those found in other texts of the period and in relation to the historic notion of the Renaissance as the age that saw the birth of the modern individual.

**Topics in Italian American Culture**

ITAL-UA 861  **Offered every two years.** 4 points.

**Internship**

**Internship**

ITAL-UA 980, 981  **Prerequisite: permission of the department.** **Offered every semester.** 2 or 4 points per term.

The internship program offers upper-level students the opportunity to apply their studies to the outside world. Working closely with a sponsor and a faculty adviser, students may pursue internships in such diverse areas as international trade, banking, publishing, community organizations, and television and radio programs. Interested students should apply to the department of their proposed internship early in the semester.

**Independent Study**

**Independent Study**

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 semester.** 4 points.

Open to students who have been accepted into the honors program in Italian studies and are writing the honors thesis in close consultation with their thesis adviser. (See “Honors Program in Italian Studies” in the Program section.)
**Senior Honors Seminar**
ITAL-UA 999  Prerequisite: permission of the department. Offered in the fall. 4 points.
Seminar with variable content. Prepares students for the senior honors thesis. Primary focus is on research and the application of critical methodologies. Open to students who have been accepted to the honors program in Italian studies. (See "Honors Program in Italian Studies" in the Program section.)

**Graduate Courses Open to Undergraduates**
Qualified undergraduates may register for graduate courses in Italian with the permission of the director of graduate studies. A complete list of appropriate graduate courses is available in the department each semester.
At New York University, we believe that journalism has a serious public mission and can make a difference. We want to educate those who agree. Opportunities abound in the media world, but the opportunity to do compelling work that informs, engages—and matters—is what drives our faculty, motivates our students, and informs our entire approach. Great journalism has always come from the great cities of the globe, and there is no better place to learn the craft than the city of New York—where power and wealth concentrate, news and culture originate, and daily events fascinate.

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. NYU students study as interns in almost every major news organization in the city. They often graduate to jobs in newspapers, magazines, broadcast outlets, and online operations headquartered in New York, though some choose to go elsewhere. And every day, students move outward from the classroom to the city, on assignments that take them all over town.

The full-time faculty is itself of national stature in the journalism world. As writers, reporters, producers, and critics, NYU professors continue to practice the journalism they teach and preach, holding the profession to its highest standards of public service. Course work begins with the basic skills of reporting, writing, and research, but simultaneously students are taught what journalism at its best can be—and what it should accomplish in a free and democratic society. They are also encouraged to publish their work, with assignments, internships, and online projects geared to this end.

Housed within the arts and sciences core of a leading university, the 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, new 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
  
**Collegiate Professor; Associate Professor of Journalism**  
Serrin
  
**Professors**  
Klass, Kroeger, Newkirk, Seife, Stephens, Stone

**Associate Professors**  
Boynton, Dent, Fagin, Gordon, Linfield, Mehta, Norman, Penenberg, Rock, Rosen, Samuels, Solomon, Sternhell

**Assistant Professors**  
Bazzi, Roiphe

**Clinical Associate Professors**  
Edozien, Latty, Maloney, Quigley

**Visiting Associate Professor**  
Maurer

**Distinguished Writers in Residence**  
Conover, Hamill, Hotz, McBride, Shirky, Weschler

### PROGRAM

**Major**  
The Institute offers a B.A. in either journalism or media criticism. In both concentrations, the major consists of eight or nine 4-point courses, for a total of 32 to 36 credits, plus a mandatory second major in another CAS department or program. Thus, all journalism majors are double majors. Students cannot take more than 36 points in journalism, unless they pursue honors, which allows them to take 40 points.
Within the journalism concentration, students choose either the print/online sequence or the broadcast sequence. Journalism students must successfully complete five required courses in their declared print/online or broadcast sequence, as well as three or four Institute-approved or Institute-offered electives.

Students in media criticism must successfully complete five required courses in their concentration, one seminar, and two or three electives from a specified list of journalism offerings.

All majors must complete a capstone piece in Advanced Reporting, which will allow us to assess their progress at the conclusion of their major.

Students in either the journalism or media criticism concentration may also take the new track in computational and digital journalism. The track is in addition to the second major in CAS that is required for all majors, and students still must complete all the required courses in their journalism or media criticism concentration. For students taking this track, the major increases from a minimum of eight 4-point courses (32 points) to eleven 4-point courses (44 points). For honors students pursuing the track in computational and digital journalism, the required minimum for completing the major increases by 4 points.

**Journalism Concentration**

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 three required skills courses:

- Journalistic Inquiry (JOUR-UA 101)
- 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). Advanced Reporting includes the capstone project.

The prerequisite for Investigating Journalism (JOUR-UA 501), the Institute’s entry course, is completion of the College’s Expository Writing requirement. Investigating Journalism is the prerequisite for Journalistic Inquiry (JOUR-UA 101), which, in turn, is the prerequisite for all second-level skills courses. The Beat (JOUR-UA 201) is a prerequisite for all third-level skills courses. All students must pass Investigating Journalism and Journalistic Inquiry with a grade of C or better to take any second-level courses.

It should be noted that students in the broadcast sequence must take the broadcast sections of The Beat and Advanced Reporting—students may not mix broadcast and nonbroadcast sections of these courses.

In addition, students following the journalism concentration are required to take three or four 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 the CAS curriculum can, by special arrangement, be approved as journalism electives. Also, because the Institute puts a high value on numeric literacy for its journalism graduates, double majors in sociology, psychology, economics, or politics may count any of the following courses toward their three or four journalism-required electives, if they choose. Here are the course numbers and titles that count toward the major:

- Economics: Statistics (ECON-UA 18)
- Politics: Quantitative Methods in Political Science (POL-UA 800)
Media Criticism Concentration

The course of study is as follows:

- Investigating Journalism (JOUR-UA 501)
- History of the Media (JOUR-UA 610)
- Journalistic Inquiry (JOUR-UA 101)
- The Beat: A Designated Media Criticism Section (JOUR-UA 201)
- Advanced Reporting: A Designated Media Criticism Section (JOUR-UA 301)
- One seminar elective, 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 or three electives from a specified list of journalism offerings

All journalism majors and minors must achieve a grade of C (not C-) or better in all journalism courses to meet journalism degree requirements. Students earning grades lower than C must either repeat the course or take an equivalent course, if permitted.

Computational and Digital Journalism Track

This new sequence of courses responds to an important trend in the news industry and journalism profession: the shift from print and broadcasting to a digital base. There is huge demand for people who have the traditional skills and aptitude of a journalist and enough technical knowledge to redesign a website, create an interactive data feature that can run online, or build a mobile application for a news company. Almost all the employers who have traditionally hired our graduates are experiencing a severe shortage of technical talent.

Undergraduate students with ambitions to work in journalism who would like to acquire programming and web skills are perfect candidates for following this track. In addition to acquiring programming, database, and web-design skills, the students will work on projects that test their skills against real-world problems.

For journalism majors, the track is in addition to the required second major in CAS; these students must still complete all the required courses of their journalism or media criticism concentration.

For students pursuing the computational and digital journalism track, the journalism major increases from a minimum of 32 points to 44 points. (For honors students, the required minimum increases by 4 points.) Journalism students may count up to three courses from this track as electives for their major.

The computational and digital journalism track consists of six 4-point courses (24 points):

- Introduction to Computer Programming (CSCI-UA 2)
- Introduction to Web Design and Computer Principles (CSCI-UA 4)
- Database Design and Web Implementation (CSCI-UA 60)
- Computational Knowledge Management (CSCI-UA 70)
- Media Technology Projects (CSCI-UA 72)
- Data Journalism and Investigative Reporting (JOUR-UA 204)

For descriptions of CSCI-UA courses, please see the Computer Science section in this Bulletin.

Honors

Juniors and seniors who have maintained a 3.65 overall GPA and a 3.65 in the journalism major are eligible for the two-course, 8-point honors program. Students take 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 titled Foundations of Journalism. Prerequisite: completion of the College’s Expository Writing requirement. Required of all students majoring in journalism. Offered in the fall. 4 points.
The gateway to the journalism major. Students are introduced to the mission and joy of journalism as a profession (indeed, a calling), as well as to the realities journalists now face in a rapidly changing media environment. Students are exposed to the traditional and changing role of the journalist as democracy’s watchdog against both the historic and current media backdrop. Students develop a series of essays to demonstrate their aptitude for and/or understanding of the established values and professional competencies the course sets out to instill.

Investigating Journalism
JOUR-UA 502  Prerequisite: Investigating Journalism (JOUR-UA 501). Offered in the spring. 4 points.
This course is divided equally between ethics and the law. Through the weekly lectures and assigned readings, students are exposed to the various ethical and legal issues surrounding the field of journalism and come away with a clear sense of the role of the journalist in society and the issues that affect that mission today.

REQUIRED SKILLS COURSES

Journalistic Inquiry
JOUR-UA 101  Prerequisite: Investigating Journalism (JOUR-UA 501). Required of all students majoring in journalism. Offered every semester. 4 points.
A reporting- and writing-based skills course that emphasizes in-depth research techniques and exposure to the many journalistic forms, including news writing, magazine and feature article writing, broadcast news and documentary, reported essays and commentary, webzines, and what distinguishes one form from the other. Students are introduced to the issues of ethical conduct through the Institute’s new policy and pledge, and they also address issues of bias and fairness through reporting and writing.

The Beat
JOUR-UA 201  Prerequisite: Journalistic Inquiry (JOUR-UA 101). Offered every semester. 4 points.
Designed to hone the student journalist’s ability to research and report deeply and imagine and develop fresh ideas. Students test their ideas with the strength of their reporting and research, then present them in story form.

Advanced Reporting
JOUR-UA 301  Prerequisite: The Beat (JOUR-UA 201). Offered every semester. 4 points.
The undergraduate journalism capstone course. Emphasis is placed on developing the ability to produce publishable reporting in print, online, or broadcast form with sophisticated story structures.

ELECTIVES

Methods and Practice
JOUR-UA 202  Prerequisite: Journalistic Inquiry (JOUR-UA 101) or permission of the instructor. 4 points.
The courses in this group entail a deeper experimentation with journalistic skills, from copyediting and deadline writing to blogging, both print and broadcast. Offerings include the following: 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  Prerequisite: Journalistic Inquiry (JOUR-UA 101) or permission of the instructor. 4 points.
Multimedia and photojournalism courses are offered under this category. Offerings include Photojournalism and Multimedia Reporting.

Elective Reporting Topics
JOUR-UA 204  Prerequisite: Journalistic Inquiry (JOUR-UA 101) or permission of the instructor. 4 points.
This category includes a variety of “back-of-the-book” reporting topics. Examples include Profiles; Data Journalism; The Television and Radio Interview; and Food Writing.

Production and Publication
JOUR-UA 302  Prerequisites: Journalistic Inquiry (JOUR-UA 101) and The Beat (JOUR-UA 201). 4 points.
The courses in this group aim to create finished products, both print and broadcast. Offerings include TV Newscast; The Hyperlocal Newsroom; Travel Writing; and Multimedia Storytelling.

Seminar
JOUR-UA 401  Prerequisites: Journalistic Inquiry (JOUR-UA 101) and The Beat (JOUR-UA 201). Offered every semester. 4 points.
An elective for students who wish to explore concentrated issues such as sex and American politics, literary nonfiction, and photojournalism and war. Each section concentrates on a different topic chosen
by the instructor, a member of the full-time faculty. Such 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.  
The lectures and seminars in this group include such traditional offerings as the following: 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 (JOUR-UA 101). 4 points.  
The courses in this group explore the intersection of literature and journalism. Offerings include the following: 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 (JOUR-UA 101). 4 points.  
The courses in this group explore new controversies and ideas that have an impact on journalistic practice, such as Issues in Covering the Middle East; Understanding Broadcast News; Media Past and Future; and God, Science, and the Culture Wars.

**Media Criticism Concentration**  
JOUR-UA 6XX  Prerequisite: Journalistic Inquiry (JOUR-UA 101) or permission of the instructor. 4 points.  
The courses in this group analyze the forces—cultural, social, economic, ideological, and aesthetic—that shape the media and their messages. See descriptions of courses in the section “Media Criticism Courses,” below.

**Credit Internship**  
JOUR-UA 980  Prerequisite: Investigating Journalism (JOUR-UA 501). Restricted to declared journalism majors. Offered every semester. 1 to 4 points. Superior students are given an opportunity to work 12 to 20 hours a week with cooperating metropolitan New York publications and broadcast stations. Their work is edited and evaluated by staff supervisors of the participating media, as well as our internship staff. Emphasis is on professionalism. Students may take this variable-credit course more than once, but are limited to a total of 4 points in internships. 4 points equals one elective for the major.

**Advanced Individual Study**  
JOUR-UA 997  Prerequisites: Investigating Journalism (JOUR-UA 501), Journalistic Inquiry (JOUR-UA 101), 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 for this course, a student must have the written approval of the director of undergraduate studies.

**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 first semester and complete the project in the second. Students register for Honors: Advanced Reporting (JOUR-UA 351) in the fall, followed by Honors: Senior Seminar (JOUR-UA 352) in the spring.

**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 (JOUR-UA 101), and The Beat (JOUR-UA 201). Offered in the fall. 4 points. The honors sections of the Advanced Reporting course require deeper reporting and more highly polished writing or video work than their nonhonors counterparts. In them, honors students build a portfolio of two or three high-quality pieces (1,200 to 1,500 words, or videos of two to three minutes) that become part of their capstone and help them develop the idea and do the significant preliminary reporting and research necessary for the completion of the capstone project.

**Honors: Senior Seminar**  
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. The following semester, honors students are required to take this special seminar, which culminates in each student writing a large feature (6,000 to 8,000 words, or a 15- to 20-minute multimedia or broadcast piece), completing the capstone. The student defends his or her work orally before at least two members of the full-time faculty and possibly a member of the profession.
Media Criticism Courses

REQUIRED LECTURE COURSES

Investigating Journalism
JOUR-UA 501  Prerequisite: Completion of the College’s Expository Writing requirement. Required of all students majoring in journalism. Offered in the fall. 4 points.
See description above.

History of the Media
JOUR-UA 610  Offered in the spring. 4 points.
A historical survey of the media, from the development of language and the earliest uses of images to the web. The emphasis, in an attempt to gain perspective on our own communications revolution, is on the reception, uses, and political, social, and philosophical consequences of different forms of communication.

REQUIRED SKILLS COURSES

Journalistic Inquiry
JOUR-UA 101  Prerequisite: Investigating Journalism (JOUR-UA 501). 4 points.
See description above.

The Beat: A Designated Media Criticism Section
JOUR-UA 201  Prerequisites: Journalistic Inquiry (JOUR-UA 101), History of the Media (JOUR-UA 610). Offered in the fall. 4 points.
If the press monitors the powers that be, who keeps a vigilant eye on the fourth estate, a power unto itself? The “beat,” in this case, is the news media themselves. In this course, we delve deep into the issues and ideas that have engaged critics of the news media throughout the modern era, from I. F. Stone to Ben Bagdikian, Noam Chomsky to Ann Coulter. More profoundly, we deconstruct their analytical methods and lay bare their agendas, critiquing the critics. Involves a significant writing load, most of which incorporates both academic argument and journalistic reportage.

Advanced Reporting: A Designated Media Criticism Section
JOUR-UA 301  Prerequisites: History of the Media (JOUR-UA 610) and The Beat (JOUR-UA 201). 4 points.
The concentration’s capstone course, focusing on new media and the new conceptual paradigms implicit in them. Drawing on the body of theoretical and historical knowledge students have accumulated in the concentration, the course asks students not only to analyze new forms of media, but to conduct their own experiments, exploring the expressive possibilities of various media. In the end, students are expected to produce a long-form critique, heavily reported and rigorously argued, of a media-related issue. The project can be produced in print, in online/interactive media, or in other, experimental forms. As with all work in the concentration, the capstone project should engage the public mind, rather than an academic audience.

SEMINAR ELECTIVE (ONE REQUIRED)
In addition to the required courses above, students must choose one seminar elective from the following offerings:

Seminar
JOUR-UA 401  Prerequisites: Journalistic Inquiry (JOUR-UA 101) and The Beat (JOUR-UA 201). Offered every semester. 4 points.
See description above.

Journalism Ethics and First Amendment Law
JOUR-UA 502  Prerequisite: Investigating Journalism (JOUR-UA 501). 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  Prerequisites: Journalistic Inquiry (JOUR-UA 101). 4 points.
See description above.

Topics in Media Criticism
JOUR-UA 622  Prerequisite: Investigating Journalism (JOUR-UA 501). 4 points.
Topics may include the following: Rise of the Web, Deconstructing Campaign Coverage, and The Rise of Participatory Media.
MAJOR/MINOR IN
Latin American Studies

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

An interdisciplinary program within the College of Arts and Science, the major or minor in Latin American studies allows students to design a course of study around their interest in the region. It draws on a wide 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 across the region, 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—encouraged to study abroad at NYU Buenos Aires and equally encouraged to experience New York City as an eminently Latino city.

NYU boasts a rare and innovative program in the study of Quechua, which students can use to fulfill both their MAP language requirement and the language requirement for this major or minor. 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 program is administered by the Department of Spanish and Portuguese Languages and Literatures.

PROGRAM

Major
This interdisciplinary major requires nine courses (36 points). It allows students to design a course of study focused on Latin America by 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, and sociology.

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: Latin America (MAP-UA 515)
- Seven electives pertinent to the study of Latin America, drawn from departments across the University and selected with the advice of the director of undergraduate studies.

In addition, students are required to demonstrate advanced knowledge of Spanish at the level of Advanced Grammar and Composition (SPAN-UA 100). They must also demonstrate knowledge of either Portuguese [at the level of Intensive Elementary Portuguese (PORT-UA 10 or PORT-UA 11)] or Quechua [at the level of Beginning Quechua I (SPAN-UA 81)]. Language courses do not count toward the 36 points required for the major.

Individual programs of study are planned with and approved by the director of undergraduate studies.

Minor
This interdisciplinary minor offers students the opportunity to incorporate an interest in Latin America into their overall course of study. 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.

The required courses are as follows:

- One introductory course on Latin America chosen from:
MAJOR/MINOR IN LATIN AMERICAN STUDIES

- Cultural History of Latin America (SPAN-UA 305)
- Cultures and Contexts: the Caribbean (MAP-UA 509)
- Cultures and Contexts: Latin America (MAP-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, at the level of Advanced Grammar and Composition (SPAN-UA 100), or advanced Portuguese (any course past the intermediate level), or elementary Quechua (at the level of Beginning Quechua II (SPAN-UA 82)).

Language courses do not count toward the 20 points required for the minor.

### COURSES

The following are frequently offered courses; consult the relevant department listing in this Bulletin for course descriptions. Students should also consult departmental offerings each semester for updated information. For graduate courses open to undergraduates, consult the Center for Latin American and Caribbean Studies (CLACS) website at http://clacs.as.nyu.edu.

#### 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.

**The Postcolonial City**

SCA-UA 166  Offered every year. 4 points.

#### Anthropology

**Peoples of the Caribbean**

ANTH-UA 102  Identical to SCA-UA 106. 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, Rosaldo, Stout. 4 points.

#### Art History

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

ARTH-UA 316  Identical to MEDI-UA 316. Prerequisites: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5) and Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered periodically. 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-UA 748. 4 points.

#### Morse Academic Plan

**Cultures and Contexts: The Caribbean**

MAP-UA 509  4 points.

**Cultures and Contexts: Latin America**

MAP-UA 515  4 points.

**Cultures and Contexts: Contemporary Latino Cultures**

MAP-UA 529  4 points.

**Cultures and Contexts: The Black Atlantic**

MAP-UA 534  4 points.

**Cultures and Contexts: New World Encounters**

MAP-UA 541  4 points.

**Cultures & Contexts: Brazil**

MAP-UA 555  4 points.

#### History

**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 743  Offered every other year. Thomson. 4 points.

**History of Modern Latin America**

HIST-UA 745  Offered every year. Ferrer, Grandin, Weinstein. 4 points.

**Topics in Latin American and Caribbean History**

HIST-UA 750  Offered every year. Ferrer, Grandin, Thomson, Weinstein. 4 points.
History of the Andes  
HIST-UA 753  Offered every other year. Thomson. 4 points.

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

History of the Caribbean  
HIST-UA 759  Offered every year. Ferrer. 4 points.

Seminar: Topics in Latin American History  
HIST-UA 471  4 points.

Seminar: Latin America and the Caribbean  
HIST-UA 799  Offered every year. Ferrer, Grandin, Thomson, Weinstein. 4 points.

Latino Studies (Social and Cultural Analysis)  

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.

Latino/a Sexualities  
SCA-UA 536  4 points.

The Latinized City, New York and Beyond  
SCA-UA 540  Prerequisite: Approaches to Latino Studies (SCA-UA 501), any introductory course in the social sciences, or a MAP Cultures and Contexts course. Offered every year. Davila. 4 points.

Topics in Latino Studies  
SCA-UA 541  4 points.

Cultural Spaces of Latinidad  
SCA-UA 557  4 points.

Afro-Latino Culture and History  
SCA-UA 565  Offered every fall. 4 points.

Caribbean Women Writers  
SCA-UA 570  4 points.

Politics  

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

The Politics of the Caribbean Nations  
POL-UA 532  Identical to SCA-UA 802. Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.

Inter-American Relations  
POL-UA 780  Formerly Latin America and the World. Prerequisite: International Politics (POL-UA 700). Offered every other year. 4 points.

Spanish and Portuguese Languages and Literatures  

Topics in Brazil Studies  
PORT-UA 700  When conducted in English, this course is numbered PORT-UA 701. When cross-listed with Spanish, these courses also carry the numbers SPAN-UA 700 and SPAN-UA 701. Offered every 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.

Topics in Brazilian Literature and Culture  
PORT-UA 850  When taught in English, also carries the number PORT-UA 851. Offered every year. 4 points.

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.

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

Chronicles and Travel Literature of the Colonial World  
SPAN-UA 273  Identical to MEDI-UA 273. Offered periodically. 4 points.

Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas  
SPAN-UA 370  Offered periodically. 4 points.

See It, Read It: Photography and Discourse in Latin America  
SPAN-UA 440  Offered every other year. 4 points.

Secret Weapons: Reading Julio Cortázar Today  
SPAN-UA 441  Offered periodically. 4 points.
Topics in Spanish American Literature and Culture
SPAN-UA 550 Taught in Spanish. Prerequisite: Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200). When conducted in English, carries the number SPAN-UA 551. Offered every semester. 4 points.

Transatlantic Avant-Gardes: Sites of Modernity
SPAN-UA 625 Offered every other year. 4 points.

Modern Hispanic Cities
SPAN-UA 650 Offered periodically. 4 points.

Literature and Film of the Cuban Revolution
SPAN-UA 795 Offered every other year. 4 points.

Internship
SPAN-UA 980, 981 Prerequisite: permission of the director of undergraduate studies. Open only to majors. Available every semester. 2 or 4 points per term.

Independent Study
SPAN-UA 997, 998 or PORT-UA 997, 998 Prerequisite: permission of the director of undergraduate studies. Open only to majors. Available every semester. 2 or 4 points per term.
Latino studies, administered by the Department of Social and Cultural Analysis (SCA), offers multidisciplinary courses in Latino history and contemporary experiences in the United States and the Americas. The category Latino includes people of Latin American descent in the United States. The most numerous Latino populations are of Mexican, Puerto Rican, and Cuban ancestry, but groups of other national origins are an increasing presence. Latinos are studied in comparative perspective (comparisons within Latino groupings and with other ethnic groups), as well as in transnational perspective in the Americas.

Among central issues in Latino studies are the following: race and racialization across the spectrum of African American, white, and indigenous; sexuality and gender formation; immigration and migration in a climate of increased policing of international borders; electoral politics as the Latino vote has increased numerically; social movements for labor, education, and language rights; Latino/a presence in media and film; expressive and popular culture in music and the arts; language retention and invention in the United States in relation to English, Spanish, indigenous languages, and their combinations; and the failures and successes of schooling for Latinos, including bilingual education and levels of educational attainment.

Director of Latino Studies
Associate Professor Beltrán

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FACULTY

Silver Professor; Professor of Spanish and Portuguese; Professor of Comparative Literature
Pratt

Lucie Stern Professor in the Social Sciences and Professor of Anthropology
Rosaldo

Professors
Dávila, Flores

Associate Professors
Beltrán, Saldaña

Affiliated Faculty
Dopico (Comparative Literature/Spanish), Ferrer (History), Lopez (Law), Muñoz (Tisch), Noguera (Steinhardt), Ospina (Wagner), Piñon (Steinhardt), Poitevin (Gallatin), Rodríguez (Law), Suarez-Orozco (Steinhardt), Taylor (Tisch)

PROGRAM

Major

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

Two introductory courses (can be taken in any order):

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- Approaches to Latino Studies (SCA-UA 501) or Cultures and Contexts: Contemporary Latino Cultures (MAP-UA 529)

Seven elective courses:

- Five designated Latino studies courses
- Two common electives: a list will be available each semester

Two research courses:

- Internship Fieldwork and Internship Seminar (SCA-UA 40 and SCA-UA 42), related to Latino studies
- Senior Research Seminar (SCA-UA 90), pertinent to Latino studies

A note about language/linguistic competency: The type of rigorous intercultural study promoted within the Department of Social and Cultural Analysis requires students to recognize the complex modes of communication at work both within and across different social groups. Latino Studies therefore strongly encourages its students to develop advanced skills in Spanish, Portuguese, and/or any indigenous languages spoken in the

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Americas by any of the following means: taking elective courses in sociolinguistics; studying these languages beyond the minimum level required by the College of Arts and Science; pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

Minor

Five courses are required for the minor in Latino studies: either Approaches to Latino Studies (SCA-UA 501) or Cultures and Contexts: Contemporary Latino Cultures (MAP-UA 529), plus four other courses listed by the program. At least two of these four courses must originate in Latino studies.

Honors

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/ca.related.honors.

COURSES

Introductory Core

Concepts in Social and Cultural Analysis
SCA-UA 1 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. It focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each one considered within a two-week unit.

Approaches to Latino Studies
SCA-UA 501 Cultures and Contexts: Contemporary Latino Cultures (MAP-UA 529) can substitute for this course. 4 points.
Explores a set of principles that have guided Latino/a presence in the United States. These principles can be found in many but not necessarily all of the readings. They include urban/rural life, freedom/confinement, memoir as source of voice/other sources of voice, generational separation and identity, and loss and healing. The course traces a movement through time from masculinist nationalism to the recognition of variations in gender, sexuality, race, class, region, and national origin. Other principles may be added to this list as the course proceeds.

Research Core

Senior Research Seminar
SCA-UA 90 Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1) and either Approaches to Latino Studies (SCA-UA 501) or Cultures and Contexts: Contemporary Latino Cultures (MAP-UA 529). Offered every semester. 4 points.
An advanced research course in Latino studies, which culminates in each student completing an extended research paper that makes use of various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in Latino studies. Majors take this course in the fall of their senior year.

Honors Track

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

Internship Program

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

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

**Elective Courses**

**Latino/a Art and Performance in New York City**  
SCA-UA 532  4 points.  
Looks at the history of Latino/a art and performance in the context of New York City. In particular, students study Latino/a aesthetic practices within and against the social-political environment of their enactment. Latinos’ role in the continually redefined realm of hip-hop, the extensive history of Latino contributions to the artistic vitality of the Lower East Side, and the theatrical production of Latino-specific community theatres represent a few of the areas that are explored. Students consider contemporary Latino art, and the institutions that support it, from the perspective of the changing Latino demographic of New York City. Furthermore, students examine and analyze the specific ways that artists utilize the city as a site for artistic possibility. This course brings together both an investigation of the aesthetics of Latino performance and an investigation of democratic possibilities of urban space. In addition to the weekly seminar meeting, students are required to attend several performances, visit art galleries, and execute a research project profiling a particular artist or institution.

**Latino/a Popular Culture**  
SCA-UA 534  4 points.  
Latinos are at the heart of numerous genres of popular culture production: music, film, graphic novels, performance. This course examines contemporary popular culture products by and for Latinos, looking in particular at issues of production, circulation, and consumption. Is popular culture a site of Latino/a cultural expression, how and in what ways? How is it circulated and consumed, how is it mediated by different culture industries? What do we even mean by Latino/a popular culture? These and more questions are considered through a range of interdisciplinary studies.

**Latino/a Sexualities**  
SCA-UA 536  4 points.  
Examines the study of sexuality as it pertains to the production and representation of Latino/a identities. Students consider the integral roles scholarship and literature on/about Latino/a sexuality have played in the history of the broader U.S. feminist movement, feminist theory, and GLBTQ studies. The course begins with the examination of classic Chicana feminist texts and the anthropological study of Latino sexual practices in light of their influential interventions in U.S. studies on gender and sexuality since the 1980s and early 1990s. Students then explore more recent contributions by Latino scholars that disrupt the simplistic ways in which Latino/a sexuality has been taken up as an exotic and radical departure from foundational work on sexuality. Students engage sexuality in its plurality, examining multiple imaginings of Latino/a sexuality through fiction, performance theory, queer Latino/a critiques, and studies on emerging Latino masculinities.

**The Latinized City, New York and Beyond**  
SCA-UA 540  Prerequisite: Approaches to Latino Studies (SCA-UA 501), an introductory course in the social sciences, or a MAP Cultures and Contexts course. Dávila. Offered every year. 4 points.  
Examines the Latinization of urban landscapes in New York City and beyond. Considers the economic and political factors that have historically fueled the immigration of Latin American peoples to U.S. cities, their incorporation into U.S. society and culture, and the impact of global economic restructuring of U.S. cities on urban race/ethnic relations and cultural politics. Other topics include the contestation of space and power in the global cities, issues of immigration and citizenship, and the politics of languages. Students also develop fieldwork projects geared to discovering the history and present-day landscapes of Latino New York.

**Topics in Latino Studies**  
SCA-UA 541  4 points.  
Possible issues, which vary from semester to semester, include race and racism, politics, migration and immigration, language, assimilation, education, labor, citizenship, social movements, and expressive culture.

**Cultural Spaces of Latinidad**  
SCA-UA 557  4 points.  
Examines the contemporary production and meanings of Latino/Hispanic identities in the United States. Looks at the spaces and institutions where
this identity is produced and contested and explores how its definition has changed since it was first felt and then officially recognized by the U.S. census. Also examines representations of Latin/o/a identity in relation to the very real Latin/o/a populations that now make up the largest “minority” in the United States. For most of the course, explores differences and similarities in the politics of Latinidad in four important, yet not exclusive, “spaces” involved in the production and representation of Latinidad: the culture industries, urban politics, transnational processes, and contemporary polemics that reach the “mainstream.” In other words, this course is designed to theorize Latinidad, in particular “fields of cultural production,” whether geographic, institutional, or imaginary. Discusses students’ individual research projects for the remainder of the course. Asks students to select a particular “space” involved in the production of Latinidad for further study.

Afro-Latino Culture and History

SCA-UA 565  Offered every fall. 4 points.
Examines the profound sociological and cultural implications of the growing Afro-Latino presence in light of recent theorizing on race and diasporas. After an overview of the historical background of African-descended peoples in the Spanish-speaking Americas, we then trace the longstanding social experience of black Latinos in the United States. Along with a discussion of migration patterns and community formations, we focus on narrative accounts of Afro-Latino life and on the traditions of cultural expression. Special attention is paid to Afro-Latino poetry and to the rich history of Afro-Latino music through the generations, from rumba, mambo, and Cubop to salsa, Latin soul, and hip-hop. Finally, we turn to the possible theoretical and political consequences of this increasingly self-conscious transnational identity formation.

Caribbean Women Writers

SCA-UA 570  4 points.
Focuses on texts by Latinas of Caribbean origin whose work explores the intersections between history, gender, nation, and sexuality. Analyzing how contemporary Caribbean-origin literature by Latinas can be read as a manifestation of the complex histories of colonialism, military intervention, and political maneuverings between the United States and the Caribbean in the 20th century, the course considers the ways in which the “tropicalized” Latina body came to represent an insidious and seductive threat to the U.S. domestic landscape. The course addresses questions such as, What are the politics behind demeaning, fetishizing, and vilifying Latinas in the U.S. media? What role do women of Caribbean origin play in propagating, preserving, or undermining U.S. domestic life? Readings include prose, poetry, film, and music by authors and artists of Cuban, Dominican, Haitian, and Puerto Rican origin, emphasizing the diverse ways in which Caribbean-origin Latinas affect and are affected by the United States. This course is based on students’ active participation in class discussion, weekly response papers, presentations, and a research paper.

Postmodern Travel Fictions

SCA-UA 572  Offered in the spring. 4 points.
This is a study of travel narratives by post–World War II authors/filmmakers of the Americas. Designed to investigate relationships existing between travel narratives and legacy of colonialism in the Americas; between the concept of “freedom” embodied in travel writing and the ideology of conquest engraved in historical memory; and between lost idealism of youth and melancholic romps across continents; and between literary representation and the perpetuation of racialized myths about North and South America. Emphasis on gendered dynamic of travel writing. How are notions of freedom and mobility tied to sexuality? Why do the protagonists of novels and films—white, black, Latino, Asian American, or indigenous—“go West,” South, East, or North? Why do they ping-pong among these geographic and symbolic poles? What are the evaluative meanings assigned to the cartographically given spaces these protagonists choose to visit and these authors/directors choose to revise in their novels and films?

Related Courses

AMERICAN STUDIES

Comparative U.S. Ethnic Studies

SCA-UA 224  Offered every fifth semester. 4 points.
See description under American Studies.

Ethnicity and the Media

SCA-UA 232  Prerequisite: SCA-UA 201; one introductory A/P/A studies, Africana studies, anthropology, or MAP Cultures and Contexts course; or permission of the instructor. 4 points.
See description under American Studies.
MAJOR/MINOR IN LATINO STUDIES

ASIAN/PACIFIC/AMERICAN STUDIES

Multiethnic New York: A Study of an Asian/Latino Neighborhood
SCA-UA 363 4 points.
See description under Asian/Pacific/American Studies.

The Constitution and People of Color
SCA-UA 366 Identical to POL-UA 801 and LWSOC-UA 327. 4 points.
See description under Asian/Pacific/American Studies.

MORSE ACADEMIC PLAN

Cultures and Contexts: Contemporary Latino Cultures
MAP-UA 529 4 points.
See description under Foundations of Contemporary Culture.

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

Latino Literature in the United States
SCA-UA 815 Identical to SPAN-UA 755. Offered every year. 4 points.
See description under Spanish and Portuguese Languages and Literatures.

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.

Interdisciplinary Perspectives on the New Immigration
SCA-UA 807 Formerly SCA-UA 545. Identical to INTE-UE 2545. Offered every year. 4 points.
A number of the liberal arts disciplines in the College of Arts and Science provide important perspectives on law and the legal profession. The law and society minor, administered by the Department of Sociology, offers undergraduates a meaningful cluster of these courses. The requirement of five courses allows this interdisciplinary minor to be substantial; the inclusion of a core course enhances its coherence. In addition, the minor gives capable and ambitious students attractive opportunities to pursue advanced or specialized study. While prelaw students may well wish to take it, this minor is not aimed specifically at them.

Students wishing to declare this minor should see Jamie Lloyd, Student Services Administrator for the Department of Sociology, 295 Lafayette Street, Room 4168.

Professor Emeritus
Heydebrand

Professors
Benton (History), Duster (Sociology), Garland (Sociology/Law), Gordon (History), Greenberg (Sociology), Haney (Sociology), Harrington (Politics), Kornhauser (Law), Lukes (Sociology), Merry (Anthropology and Law and Society), Myers (Anthropology), Peachin (Classics), Persico (Economics and Law and Society), Randall (Politics), Tyler (Psychology), Uleman (Psychology)

Associate Professors
Dixon (Sociology), Fahmy (Middle Eastern and Islamic Studies), Rizzo (Economics), Solomon (Journalism)

PROGRAM

Minor

The minor in law and society consists of five 4-point courses (20 points). The requirements are as follows:

- One core course, chosen from:
  - Law and Society (LWSOC-UA 1 001), cross-listed with Politics (POL-UA 335)
  - Law and Society (LWSOC-UA 1 002), cross-listed with Sociology (SOC-UA 413)

- Four elective courses selected from “Elective Courses” under Course Offerings below. To ensure the minor’s interdisciplinary character, no more than two of these four may be from any one department.

Since the subject for Topics in Law and Society (LWSOC-UA 251 or LWSOC-UA 252) varies from semester to semester, students may take more than one topics course.

With special permission, exceptional students may be allowed, in their senior year and in consultation with the minor adviser, to substitute one of the following for one of the four elective courses: (1) an independent study involving 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).

Note: Courses applied to this minor cannot be double-counted toward a major or another minor. The pass/fail option is not acceptable for the law and society minor.

COURSES

Core Courses

Law and Society
LWSOC-UA 1 001 Identical to POL-UA 335.
Offered once a year, usually in the fall. 4 points.
An introduction to the study of law as a political practice. We treat law as a political practice from multiple disciplinary standpoints, examining how law and a range of legal institutions embody and constitute political, cultural, economic, and social forces. We examine the mobilization of rights, the use of litigation, and vernacular legal discourse, largely within
the context of the United States, but with reference to transnational struggles. In the course of doing so, we study the relationship between making social policy and the use of litigation by social movements. Specifically, we study litigation strategies at the appellate and trial levels by focusing on three sociolegal movements: the civil rights movement, the women's movement, and class-action tort cases. What are the political dimensions of legal arguments and legal remedies for racial and gender discrimination and toxic torts? Under what conditions is law an empowering and/or effective political resource? What are the limits of legality in the making of social change?

**Law and Society**
LWSOC-UA 1002  Identical to SOC-UA 413.  
Offered once a year, usually in the spring.  4 points.  
Offers sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of law; uses of law to overcome social disadvantage. Topics: “limits of law,” legal disputes and the courts, regulation, comparative legal systems, legal education, organization of legal work, and lawyers’ careers.

**Elective Courses**

**Topics in Law and Society**
LWSOC-UA 251, 252  Offered every semester.  4 points per term.  
Employs a seminar format to enable students to explore a critical topic in depth. Covers a wide range of topics, including Law, Culture, and Politics; Law and Human Rights; Gender, Politics, and Law; Juvenile Justice; Punishment and Welfare; Global Sweatshops; Gender, Violence, and the Law; and Problem-Solving Courts.

**Independent Study**
LWSOC-UA 997, 998  Offered every semester.  4 points per term.

**Human Rights and Anthropology**
LWSOC-UA 326  Identical to ANTH-UA 326.  
4 points.  
See course description under Anthropology.

**Constitution and People of Color**
LWSOC-UA 327  Identical to SCA-UA 366.  4 points.  
See course description under Asian/Pacific/American Studies.

**The History of Ancient Law**
LWSOC-UA 292  Identical to CLASS-UA 292.  
4 points.  
See course description under Classics.

**Economics of the Law**
LWSOC-UA 255  Identical to ECON-UA 255.  
4 points.  
See course description under Economics.

**Journalism Ethics and First Amendment Law**
LWSOC-UA 402  Identical to JOUR-UA 502.  4 points.  
See course description under Journalism.

**Law and Urban Problems**
LWSOC-UA 232  Identical to SCA-UA 232.  4 points.  
See course description under Metropolitan Studies.

**Islam and Politics**
LWSOC-UA 674  Identical to MEIS-UA 674.  4 points.  
See course description under Middle Eastern and Islamic Studies.

**Seminar on Islamic Law and Society**
LWSOC-UA 780  Identical to MEIS-UA 780.  4 points.  
See course description under Middle Eastern and Islamic Studies.

**Women and Islamic Law**
LWSOC-UA 783  Identical to MEIS-UA 783.  4 points.  
See course description under Middle Eastern and Islamic Studies.

**Philosophy of Law**
LWSOC-UA 52  Formerly LWSOC-UA 64.  Identical to PHIL-UA 52.  4 points.  
See course description under Philosophy.

**The American Constitution**
LWSOC-UA 330  Identical to POL-UA 330.  4 points.  
See course description under Politics.

**Civil Liberties**
LWSOC-UA 332  Identical to POL-UA 332.  4 points.  
See course description under Politics.

**American Law and Legal Systems**
LWSOC-UA 334  Identical to POL-UA 334.  4 points.  
See course description under Politics.

**Gender in Law**
LWSOC-UA 336  Identical to POL-UA 336.  4 points.  
See course description under Politics.

**The Politics of Administrative Law**
LWSOC-UA 354  Identical to POL-UA 354.  4 points.  
See course description under Politics.

**Deviance and Social Control**
LWSOC-UA 502  Identical to SOC-UA 502.  4 points.  
See course description under Sociology.

**Criminology**
LWSOC-UA 503  Identical to SOC-UA 503.  4 points.  
See course description under Sociology.
Linguistics is the science of human language. It seeks to determine that which is necessary in human language, that which is possible, and that which is impossible. While linguists work to determine the unique qualities of individual languages, they are constantly searching for linguistic universals—properties whose explanatory power reaches across languages.

The discipline of linguistics is organized around syntax (the principles by which sentences are organized), morphology (the principles by which words are constructed), semantics (the study of meaning), phonetics (the study of speech sounds), phonology (the sound patterns of language), historical linguistics (the ways in which languages change over time), sociolinguistics (the interaction of language with society), psycholinguistics, and neurolinguistics (the representation of language in the brain). Current research by faculty members extends across the field, including topics in the interaction of syntax and semantics, phonetics and phonology, languages in contact, pidgin and creole languages, urban sociolinguistics, and computer analogies of syntactic processes.

### Major Requirements

The major consists of nine 4-point courses (36 points) in linguistics. These must include the following:

1. One introductory course: either Language (LING-UA 1) or Language and Mind (LING-UA 28)
2. Sound and Language (LING-UA 11)
3. Grammatical Analysis (LING-UA 13)
4. Phonological Analysis (LING-UA 12)
5. Introduction to Semantics (LING-UA 4)
6. 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)
7. Three courses freely chosen from the offerings of the department, except for the courses recommended for nonmajors.

It is highly recommended that majors and joint majors take the courses in the first three groups first, since other courses have these as prerequisites or generally presuppose their content.

No grade lower than C may be counted toward the major or toward a joint major.

All linguistics majors, joint majors, and combined majors must register for linguistics courses through the director of undergraduate studies in the linguistics department.
If any course fulfills the major or minor requirements in any other department or program at NYU, it may not be used simultaneously to fulfill the requirements for any of the linguistics majors.

**Joint Majors 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).

The linguistics portion of the joint foreign language major is satisfied by taking the following five courses (20 points):

- One introductory course: either Language (LING-UA 1) or Language and Mind (LING-UA 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)
  - Syntax and semantics (LING-UA 4)
  - Computational linguistics (LING-UA 3, LING-UA 24)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

The foreign language portion of the joint major is satisfied as follows.

**French** requires four 4-point courses (16 points) beyond the intermediate level:

- One advanced language course chosen from:
  - Phonetics (FREN-UA 103)
  - Translation (FREN-UA 107)
  - 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.

**German** requires four 4-point courses (16 points) beyond the intermediate level:

- An 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)
- An additional advanced literature course, in German, to be determined in consultation with the director of undergraduate studies.

**Italian** requires four 4-point courses (16 points) beyond the intermediate level:

- 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)
  - 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.
Spanish requires five 4-point courses (20 points) beyond the intermediate level:

- Advanced Grammar and Composition (SPAN-UA 100)
- Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200)
- Three advanced courses, to be determined in consultation with the director of undergraduate studies.

Joint Major in Anthropology and Linguistics

The joint major in anthropology and linguistics emphasizes the complementary nature of anthropological and sociolinguistic approaches to language. Students are required to take 20 points (typically five 4-point courses) each from the Department of Anthropology and the Department of Linguistics. 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)
- Cultural Symbols (ANTH-UA 48)
- 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-UA 1)
- Language and Society (LING-UA 15)
- Two courses chosen from among the following:
  - Bilingualism (LING-UA 18)
  - Language, Literacy, and Society (LING-UA 20)
  - 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 (other than the courses recommended for nonmajors), 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 John Singler 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).

The linguistics component consists of these four courses:

- Language and Mind (LING-UA 28)
- Two courses chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Phonological Analysis (LING-UA 12)
  - Grammatical Analysis (LING-UA 13)
- One course, chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Psycholinguistics (LING-UA 5)
  - Sound and Language (LING-UA 11)
• Computational Principles of Sentence Construction (LING-UA 24)
• 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 a choice of one of the following three courses:
• Minds and Machines (PHIL-UA 15)
• Logic (PHIL-UA 70)
• Philosophy of Language (PHIL-UA 85)

The required 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)
  • 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)
  • Neural Bases of Language (LING-UA 43)
  • Laboratory in Perception (PSYCH-UA 44)
  • Laboratory in Human Cognition (PSYCH-UA 46)
  • The Psychology of Language (PSYCH-UA 56)

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 departments involved.

Minor

Four courses (16 points) in linguistics with a grade of C or better in each course. If any course fulfills the major or minor requirements in any other department or program at NYU, it may not be used simultaneously to fulfill the requirements for the linguistics minor.

Recommended Work Outside the Department

To meet standards currently set in the linguistics field, as well as graduate school admission requirements, students majoring in linguistics are advised to gain competence in the following areas during their undergraduate studies: (1) one or more foreign languages, (2) psychology, for issues of language and the mind, and anthropology, for issues of language and culture, (3) mathematics or logic, for an understanding of modern algebra and mathematical logic, (4) philosophy of language, and (5) one or more computer languages. Majors and minors should avail themselves of the NYU study 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, in accordance with the requirements for departmental honors that was passed by the Faculty of Arts and Science in spring 2005, offers an honors degree in linguistics. The requirement for graduation with honors in linguistics is an honors thesis of 40 to 50 pages, typically the culmination of a year’s work, and two advanced courses chosen with the honors thesis adviser.
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, even though students do not officially apply to the Honors Program until the second semester of their junior 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 joint majors in French/German/Italian/Spanish and Linguistics.

Admission to the honors program requires an application in the second semester of junior year. It normally requires a GPA of 3.65 overall, as well as in linguistics, but this requirement can be waived by the College of Arts and Science director of college honors in exceptional circumstances by petition from the director of undergraduate studies.

The application must be made by April 15 to the director of undergraduate studies. The application consists of an application form and a one- to two-page description of the topic that the student wishes to investigate in the thesis. The student must identify a faculty member in Linguistics who has agreed to work with the student. The description of the thesis is written in consultation with the faculty adviser. The student will be notified by May 1 about acceptance into the Honors program.

If the student is accepted, the faculty member who has agreed to supervise the student’s honors thesis will become the student’s honors adviser, and the two courses for honors will be chosen jointly by the student and the adviser.

**Joint Honors**

The Department of Linguistics offers joint honors in all programs for which it offers joint majors: language and mind, anthropology and linguistics, French and linguistics, German and linguistics, Italian and linguistics, and Spanish and linguistics. For the requirements of joint honors in anthropology and linguistics, students should see Professor John Singler.

For the requirements of language and mind, students should follow the same procedure for honors in linguistics, except that their proposal should identify faculty members from two departments in the language and mind major (linguistics, philosophy, and psychology), and these two faculty members will be co-advisers. The thesis topic, needless to say, should reflect contributions to both disciplines.

Students interested in pursuing joint honors in linguistics and French, German, Italian, or Spanish should consult with the director of undergraduate studies for linguistics, as well as the other department, in the second semester of their junior year.

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**COURSES**

**Language**

LING-UA 1  Offered every semester. Baltin, Collins, Gallagher, Gouskova, Szabolcsi. 4 points.

Nature or nurture? Linguistics is a science that systematically addresses this puzzle, and it offers a uniquely interesting support for the answer: both. Language is a social phenomenon, but human languages share elaborate and specific structural properties. The conventions of speech communities exist, exhibit variation, and change within the strict confines of universal grammar, part of our biological endowment. Universal grammar is discovered through the careful study of the structures of individual languages, by cross-linguistic investigations, and the investigation of the brain. In this way, linguistics mediates between cognitive science and social science. This course introduces some fundamental properties of the sound system and of the structure and interpretation of words and sentences, set into this context.

**Communication: Men, Minds, and Machines**

LING-UA 3  Offered every year. Dougherty. 4 points.

Examines signs and symbols in the communication of humans, primates, birds, computers, automatata, simulata, and more and discusses definitions of such concepts as sign, symbol, intelligence, artificial intelligence, mind, cognition, and meaning. Concerns the matter expressed by the symbol systems and the manner in which the matter is expressed: literally, abstractly, metaphorically, as a simile, by insinuation, and other methods.
Introduction to Semantics
LING-UA 4  Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 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 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. Davidson. 4 points.
We easily recognize printed and spoken words, understand novel and complex sentences, and produce fluent speech thousands of times each day. It is also remarkable that children seem to learn the sounds and structures of their native languages with little effort. Psycholinguistics aims to understand the mental processes that underlie both the representation and acquisition of language. Topics covered include language acquisition, speech perception, lexical representation and access, sentence production, and the relationship between phonology and orthography.

Sound and Language
LING-UA 11  Offered at least every fall. Davidson, Gallagher, Gouskova, Guy. 4 points.
Introduction to phonetic and phonological theory at an elementary level. Topics include the description and analysis of speech sounds, the anatomy and physiology of speech, speech acoustics, 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, Gouskova. 4 points.
Introduction to phonology, the area of linguistics that investigates how languages organize sounds into highly constrained systems. The fundamental questions include the following: What do the sound systems of all languages have in common? How can they differ from each other? What is the nature of phonological processes, and why do they occur? Students develop analytical skills by solving phonological problems based on data from a wide variety of languages.

Grammatical Analysis
LING-UA 13  Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 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? This course presents the motivation for 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. Skills in scientific argumentation and reasoning are developed by analyzing problems in the syntax of English and a number of other languages.

Language Change
LING-UA 14  Offered every other year. Castello. 4 points.
Introduces students to the methods of genealogical classification and subgrouping of languages. Examines patterns of replacement in phonology, morphology, and syntax. Focuses on internal and comparative phonological, morphological, and syntactic reconstruction. Considers phonological developments such as Grimm’s, Grassmann’s, and Verner’s Laws, in detail.

Language and Society
LING-UA 15  Identical to SCA-UA 701. Offered every year. Guy, Singler. 4 points.
Considers contemporary issues in the interaction of language and society, particularly work on speech variation and social structure. Focuses on ways in which social factors affect language. Topics include language as a social and political 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. Harves. 4 points.
A continuation of Grammatical Analysis, offering an in-depth examination of various topics in syntax. The primary course objective is to introduce students to primary literature in syntactic theory in order to further develop their critical reading and writing skills so that they may carry out an independent research project of their own. Topics will vary from year to year and may include (but are not limited to) binding theory, control, case theory, constraints on
movement, asymmetry, argument structure and applicatives, ellipsis, and derivation by phase.

The Indo-European Family
LING-UA 17  Offered occasionally. Costello. 4 points.
Presents the phonological and morphological systems of Proto-Indo-European and considers the development thereof in the major branches of the Indo-European family of languages, in particular Indic, Hellenic, Slavic, Italic, and Germanic.

Bilingualism
LING-UA 18  Offered occasionally. Blake, Singler, Vrzic. 4 points.
Examines bilingualism and multilingualism in New York City and around the world, at the level of the individual and of society. Considers the social forces that favor or inhibit bilingualism, as well as the educational consequences of bilingual education (and of monolingual education for bilingual children). Also examines the impact of bilingualism on the languages involved. Special attention is paid to code switching, the practice of using two languages in a single speech event, with particular reference to its psycholinguistic and sociolinguistic aspects.

Structure of English Vocabulary
LING-UA 19  Offered occasionally. Costello. 4 points.
Deals with the origins of structures of English words. Whereas 97 percent of the vocabulary of Old English was Germanic, over 80 percent of the present-day vocabulary is borrowed. This course focuses on the portion that is borrowed from the classical languages (Latin and Greek) either directly or indirectly through French. Examines the historical and sociolinguistic circumstances of borrowing and the stem-affix structure of borrowed words, together with the regularities of their pronunciation and meaning. Relies on elementary phonology, morphology, and semantics; recommended for nonmajors.

Sex, Gender, and Language
LING-UA 21  Identical to SCA-UA 712. Offered in the spring. Vasvari. 4 points.
Examines gender from a multidisciplinary perspective and in particular as a sociolinguistic variable in speech behavior. How do linguistic practices both reflect and shape our gender identity, and how do these reflect more global socio-cultural relationships between the sexes? Do women and men talk differently? To what degree do these differences seem to be universal or variable across cultures? How do dominant gender-based ideologies function to constrain women’s and men’s choices about their gender identities and gender relationships? How does gendered language intersect with race and class-linked language? How is it challenged by linguistic “gender bending”? What impact does gendered language have on the power relationships in given societies? Also examines gendered voices—and silences—in folklore and in literature. Asks how particular linguistic practices contribute to the production of people as “women and men”?

African American English I: Language and Culture
LING-UA 23  Identical to SCA-UA 799. Offered every other year. Blake. 4 points.
Introduces the language behavior of African Americans. Discusses African American Vernacular English in terms of its linguistic and cultural distinctiveness, both intrasystemically and in comparison with other dialects of American English. Relates the English vernacular spoken by African Americans in urban settings to creole languages spoken on the South Carolina Sea Islands (Gullah), in the Caribbean, and in West Africa. Also approaches the subject from the perspective of the history of the expressive uses of African American Vernacular English, and the educational, attitudinal, and sociolinguistic implications connected with the language.

Computational Principles of Sentence Construction
LING-UA 24  Prerequisite: Language (LING-UA 1) or Language and Mind (LING-UA 28). Offered every year. Barker, Dougherty. 4 points.
Introduces students to the basic computational tools available for formulating linguistic and psycholinguistic models of competence and performance. Discusses classical problems in perception and description of verb-particle constructions, questions, passives, and garden-path sentences. Considers how parsers operate in structurally different languages such as Chinese and English. Students learn sufficient computer skills (Unix, Lisp, and Prolog) to run public domain programs that model a human being’s language production and perception capacities. Students have computer accounts and obtain hands-on experience with artificial intelligence and expert systems programs using symbolic logical-based computer languages. They may base their research on existing programs or write their own.

Languages in Contact
LING-UA 25  Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 28), or permission of the instructor. Offered occasionally. Singler. 4 points.
Language contact changes languages. This course
presents a typology of contact, organized both by the nature of the contact and by its linguistic consequences. We consider the impact that contact can have on existing languages, and we pay special attention to the kind of contact that gives rise to new languages and also to the kind that kills languages. Topics include borrowing, bilingualism, language maintenance and language shift, language birth and language death, code switching, 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. Focus is on the extent to which Caribbean people were given or demanded the freedom to create and maintain a postcolonial Caribbean identity. We first discuss the socio-historical conditions that led to the creation of new Caribbean languages called “pidgins” and “creoles” as the English language was transplanted from Britain to the Third World. We then explore the relationship of the English-based creoles to the social, cultural, political, and literary/expressive aspects of the contexts in which they existed and in which they continue to exist today in the Caribbean as well as in Britain and the United States. As far as possible, parallels are drawn to French- and Spanish-influenced Caribbean communities.

Grammatical Diversity
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.

Language and Mind
LING-UA 28  Identical to PSYCH-UA 27. Offered every year. Baltin, Davidson, Marcus, McElree, Murphy, Pylkkänen, Szabolcsi. 4 points.
Introduces students to the field of cognitive science through an examination of language behavior. Begins with interactive discussions of how best to characterize and study the mind. These principles are then illustrated through an examination of research and theories related to language representation and use. Draws from research in both formal linguistics and psycholinguistics.

Morphology
LING-UA 29  Offered occasionally. Collins. 4 points.
An introduction to the study of the internal structure of words. The two main problems in morphology are (1) how to account for the surface variability of formatives (allomorphy) and (2) how to account for their combinatorial properties (morphosyntax). Beginning from the techniques and problems of structuralist morpheme analysis, two major approaches to allomorphy are introduced: the morpheme-based model and the word-based model. In morphosyntax, we concentrate on the question of to what extent morphological combination is a matter of syntax versus the lexicon. Emphasis is on constructing morphological hypotheses and linguistic argumentation. The assignments involve in-depth analyses of data from various languages.

Language in Latin America
LING-UA 30  Offered every other year. Guy. 4 points.
Examines the diversity of language usage in modern Latin America and considers historical perspectives as to how the present situation came about. Considers the dialectology of Latin America: how and why American varieties of Spanish and Portuguese differ from European varieties, as well as the distribution and nature of dialect differences in different regions of the Americas. Examines sociolinguistic issues, such as class and ethnic differences in Spanish and Portuguese in the Americas, the origin and development of standard and nonstandard varieties, and the effects of contact with Amerindian and African languages. Considers Spanish- and Portuguese-based creoles and the question of prior creolization in the popular speech of Brazil, Cuba, and other areas with a substantial population of African descent. Other topics include bilingualism, code switching, language attitudes, the impact of contact with English, and the present status of indigenous languages.

Form, Meaning, and the Mind
LING-UA 31  Prerequisites: Introduction to Semantics (LING-UA 4) or permission of the instructor, and Grammatical Analysis (LING-UA 13). Offered every other year. Baltin. 4 points.
Deals with the relationship between cognitive organization on the one hand and the interaction
between syntax and semantics in natural language. Focuses on the debate within cognitive science as to whether or not the mind is modular (divided into distinct faculties, such as language, vision, and perhaps others). Discusses the relationship of this debate to the debate within linguistics as to whether or not syntax is an autonomous component of a grammar that feeds semantics but does not depend on semantics itself for its functioning. Examines works in cognitive science about modularity and works in linguistics that bear on the question of the autonomy of syntax.

**Writing Systems of the World**
LING-UA 33  *Offered occasionally. Costello. 4 points.* Discusses how various writing systems relate to language and questions whether writing affects language (and if so, how). The fundamental characteristics of writing are discussed: the communicative purpose of writing, the application of graphical marks on a durable surface, and the achievement of communication by virtue of the marks’ conventional relation to language. The evolution of writing is traced. Students compare the writing systems that evolved in Central America, China, Sumer, and Egypt—and their descendants—with respect to their relative advantages and disadvantages, from the points of view of acquisition, the representation of language, and the effective achievement of communication.

**Meaning and Time**
LING-UA 34  *Offered occasionally. 4 points.* We live embedded in the passage of time and conceive of time as the dimension of change. Our languages typically have various ways to refer to time, to distinguish between past and future, to describe sequences of events, and to set up temporal reasoning patterns. This course deals with the expression of time and tense in different languages and the linguistic, philosophical, and psychological questions that this investigation raises. Issues include the logic of time, temporal metaphors, different kinds of situations, presentation of situations, the semantics of tense, and time, tense, and aspect in narrative discourse.

**Propositional Attitudes**
LING-UA 35  *Prerequisite: Philosophy of Language (PHIL-UA 85), Introduction to Semantics (LING-UA 4), or permission of the instructor. Offered occasionally. 4 points.* Advanced seminar. Investigates the nature of linguistic meaning through an examination of the semantics of sentences that report beliefs and other attitudes toward propositions, such as “Galileo believed that the earth moves.” Such sentences have arguably proven problematic for all theories of meaning. We read and discuss pertinent papers by linguists and philosophers; background lectures are given on related issues, such as the semantics of proper names, pronouns, and demonstratives. Registered students are required to make two substantial class presentations and write a detailed research paper.

**Indo-European Syntax**
LING-UA 36  *Offered occasionally. Costello. 4 points.* Students are introduced to the study of comparative (Proto-)Indo-European syntax. Methods of reconstructing a protosyntax are presented and compared. The course deals with recent explanations concerning the origin and development of a number of parts of speech, including adverbs and prepositions, and syntactic constructions, including absolute, relative, and periphrastic verbal constructions (for example, the passive) in Proto-Indo-European and its descendant languages. Reanalysis and grammaticalization are addressed in some detail. Questions concerning the motivation of innovations and their implications for the overall evolution of language are discussed.

**The Syntax/Semantics Interface: Hungarian**
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.* Hungarian is known as a language that wears its semantics on its syntactic sleeve. Word order transparently identifies the topic and the focus of the sentence and disambiguates the scopes of operators such as “always,” “not,” and “everyone.” This course studies Hungarian from the perspective of theoretical linguistics and asks what this language tells us about how the syntax/semantics interface works in universal grammar. It reviews the fundamentals of Hungarian morphology and syntax and discusses current literature. Not a language course.

**Pidgin and Creole Languages**
LING-UA 38  *Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 28), or permission of the instructor. Offered every other year. Singler. 4 points.* Examines the pidginized and creolized languages of the world. Addresses three central questions: (1) how pidgins/creoles (P/Cs) come into being, (2) why P/Cs have the properties they do, and (3) why P/Cs—regardless of the circumstances of
their genesis—share so many features. Examines P/Cs vis-à-vis other types of languages, considers the linguistic and social factors that contribute to the genesis of individual P/Cs, and investigates the linguistic characteristics of P/Cs. Geographic focus is on the Atlantic (creoles from the Caribbean and pidgins from West Africa), but pidgins/creoles from the Pacific are also discussed.

**Language in Use**  
LING-UA 41  *Offered occasionally. Guy. 4 points.*  
Living languages in use by a community of speakers are diverse and dynamic. Individuals and groups of speakers differentiate and identify themselves by the way they use language, people can adapt their speech to different listeners in social settings, and speakers develop their linguistic capabilities as they grow older. The language as a whole changes across time. This course examines language not from the standpoint of abstract structural description but from the perspective of how it is actively used in a speech community. We consider theoretical issues, such as how to model diversity in language use, and methodological issues, such as how to study language change while it is under way. We study appropriate quantitative methods for investigating variation across linguistic contexts, speakers, settings, and time. This course has a strong practical focus; students learn how to plan and conduct their own research on language use.

**Romance Syntax**  
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 28), PSYCH-UA 25, PSYCH-UA 29, or permission of the instructor. Offered every year. Pylkkänen. 4 points.*  
What are the brain bases of our ability to speak and understand language? Are some parts of the brain dedicated to language? What is it like to lose language? Provides a state-of-the-art survey of the cognitive neuroscience of language, a rapidly developing multidisciplinary field at the intersection of linguistics, psycholinguistics, and neuroscience. Lectures cover all aspects of language processing in the healthy brain, from early sensory perception to sentence-level semantic interpretation, as well as a range of neurological and development language disorders, including aphasias, dyslexia, and genetic language impairment.

**Field Methods**  
LING-UA 44  *Identical to LING-GA 44.  
Prerequisite: Phonological Analysis (LING-UA 12), Grammatical Analysis (LING-UA 13), or permission of the instructor. Offered every year. Collins, Gouskova, Singler. 4 points.*  
A hands-on approach to learning linguistics. Every year, a different language is chosen to investigate. Students interview a native speaker of an unfamiliar language, usually a nonlinguist, to study all aspects of the language’s grammar: phonetics, phonology, morphology, syntax, semantics. They learn to evaluate and organize real, nonidealized linguistic data and to formulate generalizations that then serve as the basis for a research proposal. A unique opportunity to obtain a rich and complete set of data on a new topic of theoretical interest in any field of linguistics.

**Evolution of Intellectual Complexity**  
LING-UA 45  *Offered occasionally. Dougherty. 4 points.*  
How do human perception, cognition, language, and communication relate to the abilities of animals, fossil records, anthropological and archaeological research, cave painting, and physiology? We broadly try to answer the following: What is a likely scenario for human evolution from animal origins? We argue (with Chomsky, Darwin, D’Arcy, Thompson, Turing, Lorenz, Gould) that evolution proceeds in large jumps (saltations) and that slow, gradual evolution via natural selection (per Pinker, Hauser, Fitch, Lieberman) cannot account for human cognitive evolution. Readings focus on original works by Darwin, Wallace, D’Arcy, Thompson, Freud, Chomsky, Galileo, and Pinker and include studies by zoologists, linguists, anthropologists, archaeologists, and psychologists.

**African American English II: Language and Education**  
LING-UA 46  *Identical to SCA-UA 800. Offered occasionally. Blake. 4 points.*  
African American English is a distinct dialect of American English that has influenced U.S. and
world cultures. Yet, from an educational perspective, its speakers have faced well-documented educational challenges. Explores contemporary, social, linguistic, and educational issues that arise for speakers of African American English in the United States. Topics covered include a history of African American language behavior, politics, and policies around the language, teacher education, language attitudes, culture and curriculum, and controversies about African American English in the schools. Also considers how educational issues surrounding African American English compare to other languages and dialects of English. Students have an opportunity to conduct original research.

The Language of America's Ethnic Minorities
LING-UA 47 Offered every other year. Blake, Singler. 4 points.
Examines the role of language in communities in the United States, specifically within African American, Asian American, Latino, and Native American populations. Explores the relationship of language to culture, race, and ethnicity. In particular, looks for similarities and differences across these communities and considers the role that language experiences play in current models of race and ethnicity.

Linguistics as Cognitive Science
LING-UA 48 Identical to LING-GA 48. Prerequisite: permission of the instructor. Offered every year. Marantz. 4 points.
Examines the place of linguistics within cognitive science from multiple perspectives. Foundational questions for a science of linguistics are addressed both from within linguistics and from philosophy and psychology. Issues include the nature of the evidence for constructing grammars, the interpretation of grammatical rules as cognitive or neural operations, the significance of neo-behaviorist approaches to language and computational modeling for a cognitive theory of language, the connection between linguistics theory and genetics, and the importance of sociocultural and historical variation for understanding the nature of language. Students are expected to engage in debate over these issues, bringing to the table their own backgrounds in one of the relevant disciplines, as well as what they learn from the assigned readings. Guest speakers with complementary expertise join the primary instructor for several of the lectures.

Endangered Languages
LING-UA 50 Offered every other year. Collins. 4 points.
The languages of the world are dying off at an alarming rate. We attempt to answer the following questions during the semester: Why do languages die off? If a language dies, does a culture die with it? How is the structure of a language (phonology, morphology, syntax) affected by language death? Why should we care about language endangerment, and is there anything we can do about it? Each student "adopts" an endangered language and looks into it extensively during the course of the semester.

Attempts to Model Mind and Brain Using Computers
LING-UA 53 Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 28), or permission of the instructor. Offered occasionally. Dougherty. 4 points.
We examine the possibility that in the evolution of human and animal brains, no selectional pressure existed for any brain to evolve to understand its own principles of operation. Brain tissues, and the functional capacities correlated with them, evolved to increase perceptual, cognitive, and language capacities to aid in eluding predators, capturing prey, mate selection, nest building, infant rearing—all novel evolved complexity-yielding survival advantages. We argue that no survival advantage correlates with the brain's ability to introspect and understand its own operation. We examine novel "graphically orientated" computer models of self-replicating machines called "cellular automata" by Wolfram (A New Kind of Science) and Kurzweil, which define "complexity" that correlates with languages, cognition, and perception. We study Darwin's idea of "monstrosities" in relation to human evolution from earlier primates. No hard math is required. Lectures use computer-generated graphics, sound, and animation.

Learning to Speak: The First- and Second-Language Acquisition of Sound
LING-UA 54 Prerequisite: Sound and Language (LING-UA 11) or Phonological Analysis (LING-UA 12). Offered occasionally. Davidson. 4 points.
Focuses on the acquisition of sound systems by first- and second-language learners. In some ways, these tasks are very similar, but they differ in other crucial aspects. We discuss scientific data from both first- and second-language acquisition of sound systems to understand 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.
Examines the building blocks of words and sentences: the atomic units of word structure, their hierarchical and linear arrangement, and their phonological realization(s). Provides an introduction to fundamental issues in morphology, including allomorphy, morpheme order, paradigm structure, blocking, and cyclicity. The field of morphology currently embraces much of what goes on in linguistics as a whole: syntax, morphology, phonology, semantics, and variation all play an essential role, and their interactions are highlighted here.

Introduction to English Grammar
LING-UA 56 Offered occasionally. Collins. 4 points.
An introductory overview of the grammar of English. No prior knowledge of linguistics is assumed. We survey the major areas of English grammar, including the following: parts of speech (verb, noun, adjective, preposition, adverb), participles, auxiliary verbs, count and noncount nouns, definite and indefinite articles, subjects, objects, predicates, types of clauses (declarative, interrogative, exclamative, imperative), passive versus active verbs, negation, and relative clauses. The course is of interest to students of English literature, English grammar, linguistics, computer science, philosophy, and psychology. Also useful to people thinking of going into language teaching and those interested in improving their writing through greater attention to English grammar. Note: This is not an English as a Second Language (ESL) course. Students are expected to be native speakers of English or to have a very high level of proficiency in English.

A Cultural History of Computers, Robots, and Artificial Intelligence
LING-UA 51 Offered every year. Dougherty. 4 points.
Considers primary source material on the mind-body problem and on linguistic criteria for intelligence, starting with Galileo and Descartes and continuing up to the present day. Examines mechanical analogies of mind developed since 1500. Readings from Galileo, Descartes, Voltaire, Huxley, Darwin, Arnauld, Turing, Kuhn, and Penfield. Focuses on Chomsky’s Cartesian linguistics and the claim that current ideas concerning mind, language, and intelligence parallel closely those of the Cartesians of the 17th century.
MINOR IN

Literature in Translation

Minor

The literature in translation minor is open to all students. Participating in the program are the Skirball Department of Hebrew and Judaic Studies and the Departments of Classics, Comparative Literature, Dramatic Literature, East Asian Studies, English, French, German, Italian Studies, Middle Eastern and Islamic Studies, Russian and Slavic Studies, and Spanish and Portuguese Languages and Literatures.

The minor consists of 16 points (four 4-point courses) taken in applicable courses offered by the participating departments. A student majoring in a specific language cannot take courses in the same language under this minor but can take courses in literature in translation in other languages under this minor. The minor is declared through the Department of French.

COURSES

The following are courses in literature in translation:

1. Courses in foreign literature taught in English 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).
2. 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.
The undergraduate division of the Department of Mathematics offers a wide variety of courses in both pure and applied mathematics. The faculty are members of the University’s Courant Institute of Mathematical Sciences, noted for its advanced training and research programs, which emphasize the applications of mathematics to technology and other branches of science.

Joint programs are available in mathematics and (1) computer science, (2) economics, (3) engineering, and (4) secondary school mathematics education. They lead to the B.A. degree in four years, with the exception of the engineering option, which leads to the B.S. degree from New York University and the B.S. degree from the Polytechnic Institute of NYU in five years. These programs are described in more detail below. Special courses in the mathematical aspects of biology and medicine are also available.

Outstanding students may join an honors program and be admitted to selected courses at the graduate level. All students have access to the institute’s library, which houses a large, up-to-date collection of books and technical journals in mathematics and computer science.

**FACULTY**

**Professors Emeriti**
Berman, Burrow, Childress, Edwards, Hausner, Hoppensteadt, Karal, Lax, Morawetz, Nirenberg, Novikoff, Pollack, Ting

**Silver Professors; Professors of Mathematics**
Cappell, Cheeger, Hofer, Lin, McLean, Peskin, Young

**Professors**

**Clinical Associate Professor**
Leingang

**Clinical Assistant Professors**
Hanhart, Kalaycioglu, Tsishchanka

**Courant Instructors**
Chatterjee, Dey, Elsey, Hani, Haslhofer, Head, Holmes-Cerfon, Hu, Kloeckner, Knowles, Li, Newhall, Tao, Vucelja, Walsh, Wirth

**Associated and Affiliated Faculty**
Fine, Horn, Jones, Schlick, Shapley, Simoncelli, Sodickson, Sokal, Tuckerman

**PROGRAM**

**CAS Mathematics Requirement**
Students entering the College of Arts and Science who are not majoring in mathematics, computer science, economics, or any of the physical sciences, or who are not pursuing the prehealth track, are required to take one of the Quantitative Reasoning (MAP-UA 1XX) courses from the Morse Academic Plan (MAP). They can also take Calculus for the Social Sciences (MATH-UA 17) or an appropriate calculus course at the level of Calculus I (MATH-UA 121) or above, including Mathematics for Economics I (MATH-UA 211). Other CAS courses that satisfy the Quantitative Reasoning (QR) requirement are posted on the Morse Academic Plan (MAP) website, [www.map.cas.nyu.edu](http://www.map.cas.nyu.edu). Qualified students may also take a special QR exemption examination given by the MAP office, Silver Center, 100 Washington Square East, Room 903; 212-998-8119.

**Calculus Placement**
Students meeting any of the following criteria may enter Calculus I (MATH-UA 121):

- SAT general mathematics score of 650 or greater
- SAT subject test in mathematics (Level 1 or Level 2) score of 650 or greater
- ACT mathematics score of 30 or higher
DEPARTMENT OF MATHEMATICS

- Advanced Placement (AP) Calculus AB exam score of 3 or greater
- AB subscore on the AP Calculus BC exam of 3 or greater
- AP Calculus BC exam score of 3 or greater
- Algebra and Calculus (MATH-UA 9) with a grade of C or higher
- Passing score on the departmental placement exam

Students who do not meet any of these prerequisites are required to take Algebra and Calculus (MATH-UA 9) before proceeding to calculus.

**Advanced Placement with Credit**

Freshmen seeking advanced placement in mathematics may take the Advanced Placement (AP) Calculus AB or BC Examination in Mathematics given by the College Entrance Examination Board.

- A student who earns a 4 or 5 on the Calculus AB exam 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).

**Advanced Placement without Credit**

The department also gives advanced placement exams periodically for those students who know the material covered in Calculus I (MATH-UA 121) and/or Calculus II (MATH-UA 122) and who wish to proceed with 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.

**Departmental Advisement**

All mathematics majors are required to see an undergraduate faculty adviser to review their course of study and to be advised on appropriate courses for each term. Students should inquire at the department office, Warren Weaver Hall, 251 Mercer Street, Room 626 or 627, or call 212-998-3005 for more information.

**Degree Requirements**

**Mathematics Major**

The major consists of twelve 4-point courses (48 points) numbered MATH-UA 120 (Discrete Mathematics) or higher:

- Analysis I (MATH-UA 325) and Algebra I (MATH-UA 343) must be taken as two of the required twelve courses.
- Additionally, two of the following seven courses must be included:
  - Analysis II (MATH-UA 326)
  - Algebra II (MATH-UA 344)
  - Vector Analysis (MATH-UA 224)
  - Theory of Probability (MATH-UA 233)
  - Numerical Analysis (MATH-UA 252)
  - Partial Differential Equations (MATH-UA 263)
  - Functions of a Complex Variable (MATH-UA 282)

- The following courses do not count towards the major: Math for Economics I, II (MATH-UA 211, 212) and Abstract Algebra (MATH-UA 246).
- The sequence Honors Calculus I, II (MATH-UA 221, 222) is counted as two courses; it covers material from Calculus II, Calculus III, and Linear Algebra. (See “Course Offerings” later in this section of the Bulletin for details and prerequisites.)

Any two computer science courses at the level of Introduction to Computer Science (CSCI-UA 101) or higher may be credited toward the twelve courses required for the major.
In addition, students who complete the prehealth program and who wish to major in mathematics may replace a maximum of two mathematics courses with two physics courses: General Physics I, II (PHYS-UA 11, 12), or Physics I, II (PHYS-UA 91, 93).

Note that students who wish to double-count courses for the mathematics major and another department's requirements may count at most two such courses toward the mathematics major. Courses taken under the pass/fail option are not counted toward this major. A grade of C or better is required in all courses used to fulfill major requirements.

Joint Major in Mathematics and Computer Science
This is an interdisciplinary major (typically eighteen courses/72 points) offered by the Department of Mathematics with the Department of Computer Science. A grade of C (2.0) or better is necessary in all courses used to fulfill joint major requirements.

The mathematics requirements (typically ten courses/40 points) are as follows:
- Discrete Mathematics (MATH-UA 120)
- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140)
- Analysis I (MATH-UA 325)
- Algebra I (MATH-UA 343)
- Two additional mathematics courses numbered above MATH-UA 120
- One course chosen from MATH-UA 224, MATH-UA 326, or MATH-UA 344 (see “Course Offerings” later in this section of the Bulletin for details and prerequisites)

The computer science requirements (typically 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

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 may only take the theory concentration. Nine courses must be taken from each department.

The economics requirements (nine courses/36 points) are as follows:
- Introduction to Economic Analysis (ECON-UA 5)
- Mathematics for Economists (ECON-UA 6)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Analytical Statistics (ECON-UA 20)
- 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

Of the nine mathematics courses (36 points), six are required:
- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140)
• Analysis I (MATH-UA 325)
• Analysis II (MATH-UA 326)

Three additional courses must be completed from the following choices: MATH-UA 141, MATH-UA 224, MATH-UA 233, MATH-UA 234, MATH-UA 235, MATH-UA 240, MATH-UA 248, MATH-UA 250, MATH-UA 252, MATH-UA 262, MATH-UA 264, MATH-UA 270, MATH-UA 282, MATH-UA 343, MATH-UA 344, or MATH-UA 363.

Interested students should consult with the director of undergraduate studies in both departments for additional information.

Joint B.S./B.S. Program with the Polytechnic Institute of NYU

The department offers a joint B.S./B.S. program with the Polytechnic Institute of NYU. Students in the program receive the B.S. degree in mathematics from New York University and the B.S. degree in civil, computer, electrical, or mechanical engineering from Poly. Further information is available from Mr. Joseph Hemmes, adviser for the B.S./B.S. program, in the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8160.

Honors Program

The honors program is designed for students with a strong commitment to mathematics. It is recommended for those who intend to pursue graduate study in mathematics. Potential honors students should register for Honors Calculus I and II (MATH-UA 221, 222).

The requirements for admission into the honors program are (1) maintaining a GPA of 3.65 or higher in the major sequence (including joint honors requirements), (2) maintaining a general GPA of 3.65 or better, and (3) approval of the director of the honors program. Interested students should consult with the mathematics honors adviser.

Course requirements include Analysis I and II (MATH-UA 325, 326) and Algebra I and II (MATH-UA 343, 344), both usually taken during the junior year; and Honors I and II (MATH-UA 393, 394), usually taken during the senior year. With departmental approval, completion of graduate courses in mathematics may be accepted in place of Honors I and II. Students must also complete a senior project by registering for two semesters of independent study (MATH-UA 997, 998) under faculty supervision. After securing a faculty research mentor, students should seek approval of their research project from the director of the honors program. The required research project can also be fulfilled through the mathematics Summer Undergraduate Research Experience Program (SURE). Students are required to present their research at the undergraduate research forum in the fall semester of their senior year.

Joint Honors in Mathematics and Computer Science

This is a twenty-course (80-point) interdisciplinary major offered by the Department of Mathematics and the Department of Computer Science. The mathematics requirements (ten courses/40 points) are as follows:

• Calculus I (MATH-UA 121)
• Calculus II (MATH-UA 122)
• Calculus III (MATH-UA 123)
• Linear Algebra (MATH-UA 140)
• Analysis I (MATH-UA 325)
• Analysis II (MATH-UA 326)
• Algebra I (MATH-UA 343)
• Algebra II (MATH-UA 344)
• Honors I (MATH-UA 393)
• Honors II (MATH-UA 394)

With permission of the mathematics department, Honors I and II may be replaced by 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

Note that four of the computer science courses must be completed with honors credit, one of which must be at the 300 or 400 level.

Guided research, sponsored by either department, should be presented at the College’s Undergraduate Research Conference, which takes place in late April. Students are expected to dedicate 10 to 20 hours per week to their research.

Joint B.A./M.S. Program with New York University Graduate School of Arts and Science
The College of Arts and Science (CAS) and the Graduate School of Arts and Science (GSAS) offer students the opportunity to earn both the bachelor’s degree and the master’s degree in a shorter period of time and at less cost than is normally the case. Qualifying students are accepted into the program toward the end of the sophomore year or during the junior year before 96 credits are earned. In their remaining undergraduate semesters, they can then accelerate by taking some graduate courses during regular terms and/or during the summer. In the graduate portion of the program, they can qualify for a scholarship covering up to 50 percent of the tuition for the master’s degree.

Applications and general information about the program are available in the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130. Students should discuss as early as possible with an adviser how the program might fit their long-term plans.

Mathematics Minor
The requirements are four 4-point courses (16 points total) in the department, numbered MATH-UA 120 (Discrete Mathematics) or higher. Although courses transferred from other colleges may count toward the minor, at least two courses for the minor must be taken at New York University. Students pursuing majors that require mathematics courses may follow this minor, as long as at least two of the four courses do not apply simultaneously to the requirements for their major.

Courses taken under the pass/fail option are not counted toward the minor. A grade of C or better is required in all courses applying to the minor.

Advisers are available for consultation on minor requirements before and during registration. Students should consult an adviser if they have any doubt about which courses fulfill their requirements.

Joint Mathematics and Computer Science Minor
The requirements are these four courses (16 points):
• Calculus I (MATH-UA 121)
• Calculus II (MATH-UA 122)
• Introduction to Computer Science (CSCI-UA 101)
• Data Structures (CSCI-UA 102)

A grade of C or better is required for courses to count toward 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 must be taken in residence at New York University.

Advanced Mathematical Methods Minor
The advanced mathematical methods minor consists of four courses (typically 15 points). Students must take at least one Stern course (typically 3 points) to fulfill this minor. 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)
If a student has taken a probability course in CAS, then STAT-UB 14 should not be taken. One of the following should be substituted:

- Statistical Inference and Regression Analysis (STAT-UB 15)
- Introduction to Stochastic Processes (STAT-UB 21)

Note that students who have the equivalent of MATH-UA 140 should substitute a more advanced course from the list above.

Activities and Awards

Mathematics Club
An active club open to all students interested in the study of mathematics. An organizational meeting is held shortly after classes begin in the fall to plan for the coming academic year. Activities include talks by faculty and guest speakers on a variety of topics, including career opportunities.

William Lowell Putnam Competition
The Department of Mathematics participates in the annual William Lowell Putnam Competition, a mathematics contest open to all undergraduate mathematics students in the United States and Canada. Interested students should contact the department as early as possible in the school year—the contest takes place in early December.

Mathematical Contest in Modeling
MCM is a contest in which 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.

Awards
The departmental awards include the Sidney Goldwater Roth Prize, the Hollis Cooley Memorial Prize, and the Perley Thorne Medal. Please see the descriptions under Honors and Awards in this bulletin.

COURSES

Algebra and Calculus
MATH-UA 9  Prerequisites: high school mathematics or permission of the department. Offered every term. 4 points. An intensive course in intermediate algebra and trigonometry. Topics include algebraic, exponential, logarithmic, and trigonometric functions and their graphs.

Calculus for the Social Sciences
MATH-UA 17  Prerequisite: SAT math score of 630 or higher, ACT math score of 25 or higher, completion of Algebra and Calculus (MATH-UA 9) with a grade of C or better, or permission of the department. Appropriate for students completing the business education requirements or components of the Morse Academic Plan. Offered every term. 4 points. Derivatives, antiderivatives, and integrals of functions of one real variable. Logarithmic and exponential functions. Applications to finance and economics; growth and decay models. Introduction to probability.

Discrete Mathematics
MATH-UA 120  Prerequisite: Calculus I (MATH-UA 121) with a grade of C or better, or permission of the department. Offered every term. 4 points. A first course in discrete mathematics. Sets, algorithms, and induction. Combinatorics. Graphs and trees. Combinatorial circuits. Logic and Boolean algebra.

Calculus Tracks
Two calculus tracks are available: the standard track of Calculus I, II, and III (MATH-UA 121-123) and the Honors I, II track (MATH-UA 221, 222). Pursuing the honors track requires that the student know the material from Calculus I (MATH-UA 121), because the honors track covers material from Calculus II and III (MATH-UA 122, 123) as well as from Linear Algebra (MATH-UA 140). The honors courses MATH-UA 221, 222 count as the equivalent of two mathematics courses. Switching tracks is not encouraged. A student who intends to take the full calculus sequence should be prepared to continue on the same track for the whole sequence.

Calculus I
MATH-UA 121  Prerequisite: a score of 650 or higher on the mathematics portion of the SAT, a score of 650
or higher on the SAT Subject Test in Mathematics 1, a score of 650 or higher on the SAT Subject Test in Mathematics 2, an ACT mathematics score of 30 or higher, a score of 3 or higher on the AP Calculus AB exam, an AB subscore of 3 or higher on the AP Calculus BC exam, 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 a passing score on a 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 a 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 a departmental placement exam. Offered every term. 4 points.


Set Theory
MATH-UA 130 Identical to PHIL-UA 73. 4 points.

The axioms of set theory; 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 such advanced topics as large cardinals or independence results.

Linear Algebra
MATH-UA 140 Prerequisite: Calculus I (MATH-UA 121) with a grade of C or better or equivalent. Offered every term. 4 points.


Honors Linear Algebra I
MATH-UA 141 Identical to MATH-GA 2110. Prerequisite: a grade of B or better in Analysis I (MATH-UA 325) and/or Algebra I (MATH-UA 343) or the equivalent. MATH-GA 2110 is offered every semester but called Linear Algebra I in the fall and summer sessions. 4 points.

Linear spaces, subspaces, and quotient spaces; linear dependence and independence; basis and dimension, Linear transformation and matrices, dual spaces and transposition. Solving linear equations. Determinants. Quadratic forms and their relation to local extrema of multivariable functions.

Honors Linear Algebra II
MATH-UA 142 Identical to MATH-GA 2120. Prerequisite: Honors Linear Algebra I (MATH-UA 141). Offered in the spring. 4 points.


Mathematics for Economics I, II
MATH-UA 211, 212 Prerequisites 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. Restricted to declared and prospective majors in economics on the policy track. Not open to students who have taken or will take courses in the sequence Calculus I, II, III (MATH-UA 121, 122, 123). Do not count toward the mathematics major; economics policy majors pursuing a double major in mathematics may substitute MATH-UA 211, 212 for the regular calculus sequence and must complete one extra elective in mathematics. Offered every term. 4 points.

Elements of calculus and linear algebra with examples and motivation drawn from important topics in economics. Topics include 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 (if time permits) dynamic optimization and multivariable integration.

Introduction to Mathematical Proofs
MATH-UA 215 Identical to MTHED-UE 1049. Recommended prerequisite: Calculus I (MATH-UA 121). Best taken during freshman year. Offered every term. 2 points.

Builds on students’ intuition, informal logical argumentation, and mathematical concepts with which
they are familiar. Students study a series of case problems and test the validity of mathematical statements.

Honors Calculus I: Accelerated Calculus with Linear Algebra I
MATH-UA 221  Prerequisite: one of the following: (a) a score of 4 or higher on the Advanced Placement Calculus BC exam or of 5 on the AB exam; or (b) Calculus I (MATH-UA 121). Requires permission of the instructor. Offered in the fall. 5 points.

First semester of a yearlong sequence that covers the content of Calculus II and III (MATH-UA 122, 123) as well as Linear Algebra (MATH-UA 140). Sequences and series; Taylor’s theorem; power series; linear systems of equations; matrices and LU decomposition; determinants; vector spaces; eigenvalues and eigenvectors; functions of several variables; vector-valued functions; partial derivatives; various applications including maxima and minima.

Honors Calculus II: Accelerated Calculus with Linear Algebra II
MATH-UA 222  Prerequisite: Honors Calculus I (MATH-UA 221) with a B or better. Offered in the spring. 5 points.

Second semester of a yearlong sequence that covers the content of Calculus II and III (MATH-UA 122, 123) as well as Linear Algebra (MATH-UA 140). Multidimensional differentiation (e.g. differentials, gradients, Taylor expansions, applications); multidimensional integration (e.g. double and triple integrals, Green’s theorem, divergence theorem, applications); differential equations (e.g. first-order linear equations, second-order linear equations, applications); and additional topics in linear algebra (e.g. inner products, orthogonality, applications).

Vector Analysis
MATH-UA 224  Prerequisite: a grade of C or better in Analysis I (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 Stoke’s theorems on manifolds.

Earth’s Atmosphere and Ocean: Fluid Dynamics and Climate
MATH-UA 228  Identical to ENVST-UA 360.
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) with a grade of C or better, or equivalent. Offered every other spring. 4 points.

Techniques for counting and enumeration, including generating functions, the principle of inclusion and exclusion, and Polya counting. Graph theory. Modern algorithms and data structures for graph theoretic problems.

**Introduction to Cryptography**

MATH-UA 243  Identical to CSCI-UA 480.

Prerequisite: Basic Algorithms (CSCI-UA 310) with a grade of C or better, or permission of the instructor. Offered in the spring. 4 points.

An introduction to both the principles and practice of cryptography and its application to network security. Topics include symmetric-key encryption (block ciphers, modes of operations, AES), message authentication (pseudorandom functions, CBC-MAC), public-key encryption (RSA, ElGamal), digital signatures (RSA, Fiat-Shamir), and authentication applications (identification, zero-knowledge).

**Abstract Algebra**

MATH-UA 246  Prerequisites: Calculus II (MATH-UA 122) and Linear Algebra (MATH-UA 140) with grades of C or better. Not open to mathematics majors and/or students who have taken Algebra I (MATH-UA 343). Offered in the spring. 4 points.

Introduction to the main concepts, constructs, and applications of modern algebra. Groups, transformation groups, Sylow theorems, and structure theory; rings, polynomial rings, and unique factorization; introduction to fields and Galois theory. Although not acceptable for the mathematics majors, it is accepted toward the mathematics minor and is a strongly recommended course for the Steinhardt mathematics education major.

**Theory of Numbers**

MATH-UA 248  Prerequisite: Calculus II (MATH-UA 122) 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) 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+ or better and/or permission of the instructor. Offered in the fall. 4 points.


**Introduction to Mathematical Modeling**

MATH-UA 251  Prerequisite: a grade of C or better in Calculus III (MATH-UA 123) or permission of the instructor. Offered in the spring. 4 points.

Formulation and analysis of mathematical models. Mathematical tools include dimensional analysis, optimization, simulation, probability, and elementary differential equations. Applications to biology, economics, and other areas of science. The necessary mathematical and scientific background is developed as needed. Students participate in formulating models as well as in analyzing them.

**Numerical Analysis**

MATH-UA 252  Prerequisite: a grade of C or better in both Calculus III (MATH-UA 123) and Linear Algebra (MATH-UA 140) or equivalent. Offered in the spring. 4 points.

In numerical analysis, one explores how mathematical problems can be analyzed and solved with a computer. As such, numerical analysis has very broad applications in mathematics, physics, engineering, finance, and the life sciences. This course introduces the subject to mathematics majors. Theory and practical examples using Matlab are combined to explore topics ranging from simple root-finding procedures to differential equations and the finite element method.

**Mathematics in Medicine and Biology**

MATH-UA 255  Identical to BIOL-GA 1501.

Prerequisites: Calculus I (MATH-UA 121) and Principles of Biology I (BIOL-UA 11) or permission of the instructor. Offered in the fall. 4 points.

Intended primarily for premedical students with interest and ability in mathematics. Topics of medical importance using mathematics as a tool, including...
control of the heart, optimal principles in the lung, cell membranes, electrophysiology, countercurrent exchange in the kidney, acid-base balance, muscle, cardiac catheterization, and computer diagnosis. Material from the physical sciences is introduced as needed and developed within the course.

**Computers in Medicine and Biology**

MATH-UA 256  Identical to BIOL-GA 1502.

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. The student constructs two computer models selected from the following list: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism. The student then uses the model to conduct simulated physiological experiments.

**Ordinary Differential Equations**

MATH-UA 262  Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) 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 in the spring. 4 points.

Many laws of physics are formulated as partial differential equations. This course discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace's equation. Nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics.

**Chaos and Dynamical Systems**

MATH-UA 264  Prerequisite: a grade of C or better in both Calculus II (MATH-UA 122) and Linear Algebra (MATH-UA 140) or equivalent. Offered in the fall. 4 points.

Topics include 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, is stressed. Chaotic behavior is introduced in the context of one-variable maps (the logistic), fractal sets, etc. Applications are drawn from physics and biology. Homework and projects are assigned, as well as a few computer lab sessions. (Programming experience is not a prerequisite.)

**Transformations and Geometries**

MATH-UA 270  Prerequisite: a grade of C or better in Calculus III (MATH-UA 123) or equivalent. Strongly recommended: Linear Algebra (MATH-UA 140). Offered in the fall. 4 points.

Axiomatic and algebraic study of Euclidean, non-Euclidean, affine, and projective geometries. Special attention is given to group-theoretic methods.

**Functions of a Complex Variable**

MATH-UA 282  Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) and Linear Algebra (MATH-UA 140) or equivalent. Offered in the spring. 4 points.


**Analysis I**

MATH-UA 325  Prerequisites: a grade of C or better in Calculus III (MATH-UA 123) and Linear Algebra (MATH-UA 140) or equivalent. Offered every term. 4 points.

The real number system. Convergence of sequences and series. Rigorous study of functions of one real variable. Continuity, connectedness, compactness, metric spaces.

**Analysis II**

MATH-UA 326  Prerequisite: a grade of C or better in Analysis I (MATH-UA 325) or permission of the department. Offered in the spring. 4 points.

Rigorous study of functions of several variables. The real number system. Convergence of sequences and series. Rigorous study of functions of one real variable. Continuity, connectedness, compactness, metric spaces.

**Algebra I**

MATH-UA 343  Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) and Linear Algebra (MATH-UA 140) or equivalent. Strongly recommended: Analysis I (MATH-UA 325). Offered in the fall. 4 points.

Groups, homomorphisms, automorphisms, and permutation groups. Rings, ideals, and quotient rings, Euclidean rings, and polynomial rings.
Algebra II
MATH-UA 344  Prerequisite: a grade of C or better in Algebra I (MATH-UA 343). Offered in the spring. 4 points.
Extension fields and roots of polynomials. Construction with straight edge and compass. Unique factorization in rings. Elements of Galois theory.

Topology
MATH-UA 375  Formerly MATH-UA 275. Prerequisite: a grade of C or better in Analysis I (MATH-UA 325) or permission of the department. Offered in the fall. 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 Analysis II (MATH-UA 326) or permission of the department. Offered in the fall. 4 points.
The differential properties of curves and surfaces. Introduction to manifolds and Riemannian geometry.

Honors I
MATH-UA 393  Prerequisite: approval of the director of the honors program. Offered in the fall. 4 points.
A lecture/seminar course on advanced topics selected by the instructor and the audience, alternating between pure and applied, fall and spring. Topics vary yearly. Detailed course descriptions are available during preregistration.

Honors II
MATH-UA 394  Prerequisite: approval of the director of the honors program. Offered in the spring. 4 points.
The fundamental theorem of algebra, the argument principle; calculus of residues, Fourier transform; the Gamma and Zeta functions, product expansions; Schwarz principle of reflection and Schwarz-Christoffel transformation; elliptic functions, Riemann surfaces; conformal mapping and univalent functions; maximum principle and Schwarz's lemma; the Riemann mapping theorem. Nehari, Conformal Mapping; Ahlfors, Complex Analysis.

Special Topics I, II
MATH-UA 395, 396  4 points per term.
Topics vary yearly. Detailed course descriptions are available during preregistration. Covers topics not offered regularly, such as experimental courses and courses offered on student demand.

Independent Study
MATH-UA 997, 998  Prerequisite: permission of the department. 2 or 4 points per term.
To register for this course, a student must seek out a faculty sponsor and draft a brief research proposal to be approved by the director of undergraduate studies.

Graduate Courses Open to Undergraduates
Qualified students may take certain courses in the Graduate School of Arts and Science provided they first obtain permission from the director of undergraduate studies. A few such courses are listed below. If these courses are offered toward fulfillment of the requirement for the baccalaureate degree, no advanced credit is allowed for them in the graduate school. These are all 3-point courses, unless cross-listed as an undergraduate 4-point course.

Numerical Methods
MATH-GA 2010, MATH-GA 2020

Scientific Computing
MATH-GA 2043

Linear Algebra or Linear Algebra I, II
MATH-GA 2111 (for students who have not taken MATH-UA 142) or MATH-GA 2110, 2120

Algebra
MATH-GA 2130, MATH-GA 2140

Number Theory
MATH-GA 2210, MATH-GA 2220

Topology
MATH-GA 2310, MATH-GA 2320

Differential Geometry I, II
MATH-GA 2350, MATH-GA 2360

Real Variables
MATH-GA 2430, MATH-GA 2440

Complex Variables
MATH-GA 2450, 2460

Ordinary Differential Equations
MATH-GA 2470

Introduction to Applied Mathematics
MATH-GA 2701, 2702

Game Theory, Linear Programming
MATH-GA 2731, MATH-GA 2742

Mathematical Topics in Biology
MATH-GA 2850, 2851

Stochastic Calculus
MATH-GA 2902

Probability
MATH-GA 2911, 2912

Mathematical Statistics
MATH-GA 2962
The undergraduate Program in Medieval and Renaissance Studies is part of the Medieval and Renaissance Center (MARC). It focuses on the history, institutions, languages, literatures, thought, faith, art, and music of Europe, the Atlantic, and the Mediterranean world from the collapse of Roman authority to about 1700 C.E. It is during this important period—which shaped and transmitted the classical heritage—that the social, artistic, intellectual, and scientific culture of present-day Europe and the Middle East was formed.

The curriculum in medieval and Renaissance studies links undergraduates with NYU’s outstanding humanities faculty; with the superb libraries, museums, and collections in the New York area; and with musical and theatrical performances of works from this period that are given regularly in the city. It also enriches students’ intellectual and artistic experience in College of Arts and Science programs abroad. Students design their own programs in consultation with the program director and faculty; they thus receive individualized attention from a center of excellence situated within the rich offerings of a great university and a vibrant city.

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, Italian, Middle Eastern (Arabic), Hebrew and Judaic, and Spanish and Portuguese, (2) art history, (3) history, (4) music, and (5) philosophy and religion. Other more specialized programs of study may be designed in consultation with the director of undergraduate studies.

Available to majors and minors are the Marco Polo Travel Award (granted to an outstanding student each year to allow her or him to travel abroad for research), as well as a field prize for outstanding work in the major.

**FACULTY**

**Professors Emeriti**
- Alexander (Art History)
- Bonfante (Classics)
- Carruthers (English)
- Claster (History)
- Hyman (Art History)
- Ivy (Hebrew and Judaic Studies)
- Javitch (Comparative Literature)
- P. Johnson (History)
- Oliva (History)
- Regalado (French)
- Reiss (Comparative Literature)
- Roesner (Music)
- Sandler (Art History)
- Zezula (French)

**Professors**
- Archer (English)
- Beaujour (French)
- Bedos-Rezak (History)
- Boorman (Music)
- Brandt (Art History)
- Cannon (English)
- Chazan (Hebrew and Judaic Studies)
- Chelkowski (Middle Eastern and Islamic Studies)
- Cox (Italian)
- Cusick (Music)
- Dinshaw (English/Social and Cultural Analysis)
- Flood (Art History)
- Freccero (Italian)
- Gans (Chemistry)
- Garrett (Philosophy)
- Gilman (English)
- Guillory (English)
- Hoover (English)
- Krabbenhoft (Spanish and Portuguese)
- Krinsky (Art History)
- Kupperman (History)
- Lezra (Spanish and Portuguese)
- Mittis (Classics)
- Peirse (History)
- Rubenstein (Hebrew and Judaic Studies)
- Sullivan (Art History)
- Tylus (Italian)
- Vitz (French)
- Waley-Cohen (History)
- Wofford (Gallatin)
- Wolfson (Hebrew and Judaic Studies)

**Associate Professors**
- Appuhn (History)
- Ardizzone (Italian)
- Balduc (French)
- Crabtree (Anthropology)
- Dopico-Black (Spanish and Portuguese)
- Fleming (English)
- Foreman (Gallatin)
- Geronimus (Art History)
- Katz (Middle Eastern and Islamic Studies)
- Kennedy (Middle Eastern and Islamic Studies)
- Momma (English)
- Rice (Art History)
- Rowson (Middle Eastern and Islamic Studies)
- Rust (English)
- Smith (Art History)

**Assistant Professors**
- El-Leithy (Middle Eastern and Islamic Studies)
- Romig (Gallatin)
- Smyriliis (History)
Many majors in the medieval and Renaissance studies program have gone on to graduate work in medieval studies, early modern studies, Celtic studies, archival and/or museum studies, religious studies, history, art history, English, foreign language literatures and cultures, and music. Other majors have gone on to professional schools (medicine, law, management), as well as to careers in business and education.

Major
Ten courses (40 points) in medieval and Renaissance studies, of which at least five must be in a single field of concentration; three courses in one or more secondary field(s) of concentration; and at least one interdisciplinary seminar. In addition, students are expected to show proficiency through course work or examination in a classical language (Latin, ancient Greek, Arabic, or Hebrew) and in another foreign language appropriate to their field of concentration. Students who work in later periods and for whom knowledge of two modern foreign languages is advantageous may petition the director of undergraduate studies to substitute the ancient language requirement with a second modern foreign language.

Minor
Five courses (20 points), of which at least two must be in a single field of concentration, one in each of two other fields of concentration, and an interdisciplinary seminar.

Program Approval and Advisement
The director 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 medieval and Renaissance studies, students must maintain at least a 3.65 cumulative average and a 3.65 major average. The honors track is a yearlong 8-point program, during the course of which students write and orally defend an honors thesis. The thesis is an extended research paper written on a topic of the student’s choice related to his or her course of study and directed by a faculty adviser. During the fall semester of their senior year, students who qualify for honors enroll in the Senior Honors Seminar (MEDI-UA 998), a colloquium for thesis writers; in the spring semester, they enroll in Honors Independent Study (MEDI-UA 999). The Senior Honors Seminar guides students through the research and writing of the thesis, covering such areas as choosing a topic, compiling a bibliography, conducting library and web-based research, properly documenting sources, and developing research and writing methods for graduate-level study. In Honors Independent Study, students complete their thesis projects under the supervision of a faculty mentor. Students interested in pursuing the honors program should consult with the director of the program by the second semester of their junior year.

The requirements of the honors program are as follows: completion of the major’s requirements; successful completion of the honors seminar; completion of an honors thesis; and an oral presentation on the honors thesis and its bibliography.

Study Away
MARC prepares and encourages its students to complement their work in medieval and Renaissance studies at one of NYU’s Global programs in Florence, London, Madrid, Paris, and Prague or at one of the Western European exchange universities. For course information, see “Cross-Listed Courses,” below.

Accelerated B.A./M.A. Program
Qualifying students may apply to earn an accelerated B.A. in medieval and Renaissance studies and an M.A. in a related department. Interested students must consult with the director of the program. Requirements for the B.A./M.A. program are outlined in the Preprofessional, Accelerated, and Specialized Programs section of this bulletin.
The following is a sampling of courses specifically designed for the Program in Medieval and Renaissance Studies.

**Medieval Technology and Everyday Life**  
MEDI-UA 3  
Offered regularly. Gans. 2 points.  
Gives a tour of the mills, factories, schools, travel technology, cathedral builders, miners, merchants, masons, weavers, and nobles of the Middle Ages. Examines the impact of new technology on the lives of both the rich and the ordinary; on men, women, and children; and on medieval beliefs and politics. Also looks at the start of the process that propelled Western Europe from a pastoral backwater to the dominant region of the globe. No background in medieval history or science/technology is needed for this course.

**The Civilization and Culture of the Middle Ages**  
MEDI-UA 11  
Identical to HIST-UA 11. Offered every year. Bedos-Rezak, Griffiths. 4 points.  
Concentrates on the culture of medieval Europe, a world that produced castles and crusades, cathedrals and tapestries, mystery plays and epics, and plain-song and philosophy. Examines the richness and diversity of medieval creativity through lectures, class discussions, literature, slides, and museum visits.

**Philosophy in the Middle Ages**  
MEDI-UA 60  
Identical to PHIL-UA 25. Offered regularly. 4 points.  
Study of major medieval philosophers, their issues, schools, and current philosophic interests. Includes, among others, Augustine, Anselm, Thomas Aquinas, Duns Scotus, and William of Ockham.

**The Culture and Literature of the Renaissance**  
MEDI-UA 311  
Identical to FREN-UA 311. Offered periodically. 4 points.  
The courtly love lyric, one of the most enduring genres of Western literature, portrayed love as an experience ranging from a degrading passion to an ennobling force, often crucial to poetic inspiration. The course traces the medieval love lyric from its beginnings in 11th-century Provençal through its developments in Latin, German, Italian, French, Spanish, Portuguese, and English. Examines how the themes and conventions of this lyric are transformed in the Renaissance by such major love poets as Petrarch, Sidney, Shakespeare, and Donne.

**The Saints: Lore and Legend**  
MEDI-UA 365  
Identical to FREN-UA 365. Offered periodically. Vitz. 2 points.  
Focuses on the saint as a major figure in Western culture. Examines definitions of holiness and models of sanctity in the Old and New Testaments and in the early Christian church, then explores the important role played by saints in medieval culture and beyond. Topics considered include the theology of devotion to the saints and to the Virgin Mary in Catholicism and Eastern Orthodoxy, determination of sainthood, and gender differences among saints. Uses literary, historical, artistic, and religious documents.

**Don Quixote**  
MEDI-UA 371  
Dopico-Black. 4 points.  
A reading of Cervantes’s Don Quixote that explores its privileged position as the first modern novel while also attending to the rich and complex historical context from which it emerged.

**The Medieval and Renaissance Love Lyric**  
MEDI-UA 420  
Offered periodically. 4 points.  
Survey of medieval theatre in Europe: the plays and their contexts in the church, courts, and carnival. A study of the plays themselves, ranging from mystery plays to farces, and a look at techniques of staging and accounts of festive celebrations. Includes videos and attendance at live performances. Texts are taught in translation.

**Arthurian Legend**  
MEDI-UA 800  
Identical to COLIT-UA 825, ENGL-UA 717, FREN-UA 813, RELST-UA 800. Offered regularly. 4 points.  
Beginning with early stories of King Arthur and the knights of the Round Table, the course focuses on masterpieces of French, English, and German medieval literature. Through the European literary tradition, students examine larger problems of the development of medieval literature: the conception of history, the rise of the romance genre, the themes of courtly love, the code of chivalry, and philosophical and theological questions as the Arthurian material is developed through the stories of the Holy Grail.

**Dante and His World**  
MEDI-UA 801  
Identical to ENGL-UA 143, ITAL-UA 160. Offered every two to three years. Ardzzone, Freccero. 4 points.  
Interdisciplinary introduction to late medieval culture, using Dante, its foremost literary artist, as...
a focus. Attention is directed to literature, art, and music, in addition to political, religious, and social developments of the time. Emphasizes the continuity of the Western tradition, especially the classical background of medieval culture and its transmission to the modern world.

**Acting Medieval Literature**

MEDI-UA 868  **Identical to FREN-UA 868, THEA-UT 732.** Offered regularly. Vitz. 4 points. 

Presents medieval literature as a set of springboards to performance rather than as a series of books to be read. In this strongly performance-oriented course, students approach this “literature” as works that were acted out, sung, and narrated from memory as part of a storytelling tradition. Students are invited to draw on their dramatic and musical skills and interests and stage medieval works. For their final project, students participate in staging and putting on a play, performing a substantial piece of narrative poetry, singing or playing a body of medieval songs, or choosing a similar activity. Works studied/performed include songs of the troubadours and trouvères; *The Song of Roland*; Chrétien de Troyes's romance, *Yvain*; French fabliaux; and *Sir Gawain and the Green Knight*.

**Passion and Desire in the Middle Ages**

MEDI-UA 961  **Identical to COLIT-UA 961, FREN-UA 214, RELST-UA 250.** Offered regularly. Vitz. 2 points.

Study of the kinds of loves and desires portrayed in medieval literature: passionate love; refined “courty”love; sexual or “carnal” love; love of kin; love of country; love of God. Discusses how literary genres can be largely defined by the nature of the desires represented, explores medieval theorists’ views of human love, and investigates the conflicts among different kinds of love for medieval people.

**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.

Working with a faculty director, the student secures a relevant internship and writes a substantial report.

**Topics in Medieval Studies**

MEDI-UA 983, 984  **Offered regularly.** 4 points.

Varies in content from term to term, focusing on special themes. Recent offerings include Tolkien and Lewis: The Medievalist’s Answer to Modernism; Religion and Identity in Medieval Europe; The Kiss; Gothic Romance; Music and Cosmology; Poets, Patrons, and Public in Medieval Lyric; Gender Issues in the Art of the Middle Ages; Myths and Legends of the Middle Ages; Doomsday: The Last Judgment in Medieval Culture; Medieval Minstrels; Angels; Sexual Transgression in the Middle Ages and Renaissance; Saints: Lore and Legend; The Troubadours: Lyrics, Love, and War; Early Irish Art; The Middle Ages at the Movies; and The Medieval Book (held at the Pierpont Morgan Library).

**Interdisciplinary Seminar in Medieval and Renaissance Studies**

MEDI-UA 991, 992  **Offered every semester.** 4 points.

Each semester, the course is devoted to a topic chosen for its interdisciplinary character. Recent offerings have included Chaucer’s Italy; The Bible in the Middle Ages; Renaissance Libraries; Millenarianism; 1497-1498: The Renaissance at Full Tilt; Visions of Medieval History; The Age of Chivalry; The World of the Celts; Apocalypse, Then: Visions of the End in the Middle Ages and the Renaissance; Journey in Medieval Christian Theology; Interpreting the Medieval World; Idealization and Satire in the 16th Century; The 12th-Century Renaissance; The Classical Tradition in the Middle Ages; Christian Culture in the Middle Ages; Literature and Culture of the Renaissance; Renaissance Monarchy; Medieval and Renaissance Travel Journals; and The Structure of Knowledge in the Renaissance.

**Topics in Renaissance Studies**

MEDI-UA 993, 994  **Offered regularly.** 4 points.

Varies in content from term to term, focusing on special themes. Recent offerings include The Court Masque and Renaissance Politics; Mary and Popular Religion; Material Culture of the Renaissance; Renaissance Fools and Foolery; Shakespeare and Chivalry; A Renaissance of Curiosity: Travel Books, Maps, and Marvels; and The Printed Book in the Renaissance (held at the New York Public Library).
Studies in Renaissance Culture
MEDI-UA 995, 996 Offered regularly. 4 points.
This course, varying in content from term to term, focuses on special themes. Recent offerings include Love in the Renaissance; French Women Writers of the Middle Ages and the Renaissance; Classics in the Middle Ages and Renaissance; Pagan Mythology in the Middle Ages and Renaissance; Renaissance Philosophy; and Renaissance 2000 (Telecourse).

Independent Study
MEDI-UA 997, 998 Prerequisite: written permission of the director of the program. Restricted to majors and minors. May not duplicate the content of a regularly scheduled course. 1 to 4 points per term.

Senior Honors Seminar
MEDI-UA 998 Prerequisite: permission of the director of undergraduate studies. Open only to majors. Offered in the fall. 4 points.
Provides an opportunity for seniors majoring in medieval and Renaissance studies and who have excelled academically to engage in a substantial, original research project on a topic related to their field(s) of concentration and chosen by them in consultation with a faculty adviser and the director of undergraduate studies. It introduces students to appropriate critical methodologies, to the tools available in Bobst Library for advanced research, to the field standards for preparing research papers (forms of documentation, citation, and bibliography), and to current theories in the field of literary and cultural criticism.

Honors Independent Study
MEDI-UA 999 Prerequisite: permission of the director of undergraduate studies and completion of Senior Honors Seminar (MEDI-UA 998). Open only to majors. Offered in the spring. 4 points.
Students meet regularly with their faculty advisers as they complete the research and writing of the 40-page senior honors thesis.

Cross-Listed Courses
The following courses in individual disciplines are regularly offered at New York University. They are cross-listed with medieval and Renaissance studies and can count toward its major and minor. However, courses marked with an asterisk (*) must first be approved by the director of the program to count toward the major or minor. See the appropriate departmental sections in this Bulletin for course descriptions.

For cross-listed electives offered at NYU’s Global Academic Centers, see the class directory. Approval of the director of the program is required to count other courses taken overseas 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.

Architecture and Urbanism in Renaissance Europe
MEDI-UA 301 Identical to ARTH-UA 301. 4 points.

*Architecture and Urbanism in the Age of the Baroque
MEDI-UA 302 Identical to ARTH-UA 302. 4 points.

Northern Renaissance Art, 1400–1530
MEDI-UA 303 Identical to ARTH-UA 303. 4 points.

Italian Renaissance Sculpture
MEDI-UA 305 Identical to ARTH-UA 305. 4 points.

Early Masters of Italian Renaissance Painting
MEDI-UA 306 Identical to ARTH-UA 306. 4 points.

The Age of Leonardo, Raphael, and Michelangelo
MEDI-UA 307 Identical to ARTH-UA 307. 4 points.

The Golden Age of Venetian Painting
MEDI-UA 308 Identical to ARTH-UA 308. 4 points.

Italian Art in the Age of the Baroque
MEDI-UA 309 Identical to ARTH-UA 309. 4 points.

Dutch and Flemish Painting 1600–1700
MEDI-UA 311 Identical to ARTH-UA 311. 4 points.

French Art: Renaissance to Rococo, 1520–1770
MEDI-UA 313 Identical to ARTH-UA 313. 4 points.

Renaissance and Baroque Art
MEDI-UA 333 Identical to ARTH-UA 5. 4 points.
**PROGRAM IN MEDIEVAL AND RENAISSANCE STUDIES**

**CLASSICS**

**Medieval Latin**  
MEDI-UA 824  Identical to CLASS-UA 824. 4 points.

**COMPARATIVE LITERATURE**

**Masterpieces of Renaissance Literature**  
MEDI-UA 17  Identical to COLIT-UA 151. 4 points.

**ENGLISH**

*History of Drama and Theatre I*  
MEDI-UA 127  Identical to ENGL-UA 125, DRLIT-UA 110. 4 points.

**British Literature I**  
MEDI-UA 210  Identical to ENGL-UA 210. 4 points.

**Medieval Literature in Translation**  
MEDI-UA 310  Identical to ENGL-UA 310. 4 points.

**Colloquium: Chaucer**  
MEDI-UA 320  Identical to ENGL-UA 320. 4 points.

**Medieval Visionary Literature**  
MEDI-UA 321  Identical to ENGL-UA 309. 4 points.

**16th-Century English Literature**  
MEDI-UA 400  Identical to ENGL-UA 400. 4 points.

**Shakespeare I, II**  
MEDI-UA 410, 411  Identical to ENGL-UA 410, 411. 4 points per term.

**Colloquium: Shakespeare**  
MEDI-UA 415  Identical to ENGL-UA 415. 4 points.

*17th-Century English Literature*  
MEDI-UA 440  Identical to ENGL-UA 440. 4 points.

**Colloquium: The Renaissance Writer**  
MEDI-UA 445  Identical to ENGL-UA 445. 4 points.

**Colloquium: Milton**  
MEDI-UA 450  Identical to ENGL-UA 450. 4 points.

**Topics: Medieval Literature**  
MEDI-UA 953  Identical to ENGL-UA 950. 4 points.

**Topics: Renaissance Literature**  
MEDI-UA 954  Identical to ENGL-UA 951. 4 points.

*Topics: 17th-Century British Literature*  
MEDI-UA 955  Identical to ENGL-UA 952. 4 points.

**FRENCH**

*Topics in French Culture*  
MEDI-UA 864 (in English), MEDI-UA 965 (in French)  Identical to FREN-UA 865 (in English), FREN-UA 965 (in French). 4 points.

*Topics in French Literature*  
MEDI-UA 869 (in English), MEDI-UA 969 (in French)  Identical to FREN-UA 868 (in English), FREN-UA 968 (in French). 4 points.

**HEBREW AND JUDAIC STUDIES**

**Foundations of the Christian-Jewish Argument**  
MEDI-UA 160  Identical to HBRJD-UA 106. 4 points.

**Jewish Philosophy in the Medieval World**  
MEDI-UA 425  Identical to HBRJD-UA 425. 4 points.

**Jewish Mysticism and Hasidism**  
MEDI-UA 430  Identical to HBRJD-UA 430. 4 points.

**The Jews in Medieval Spain**  
MEDI-UA 913  Identical to HBRJD-UA 113. 4 points.

**HISTORY**

**The Early Middle Ages**  
MEDI-UA 111  Identical to HIST-UA 111. 4 points.

**The Crusades**  
MEDI-UA 113  Identical to HIST-UA 113. 4 points.

**The High Middle Ages**  
MEDI-UA 114  Identical to HIST-UA 114. 4 points.

**The Renaissance**  
MEDI-UA 121  Identical to HIST-UA 121. 4 points.

**Gendering the Middle Ages**  
MEDI-UA 190  Identical to HIST-UA 197. 4 points.

**Seminar: Crusade and Trade: Western Expansion in the Eastern Mediterranean, 11th to 15th Centuries**  
MEDI-UA 265  Identical to HIST-UA 265. 4 points.

**Seminar: Women in Medieval and Renaissance Europe**  
MEDI-UA 270  Identical to HIST-UA 270. 4 points.

*Seminar: Topics in Early Modern Europe*  
MEDI-UA 279  Identical to HIST-UA 279. 4 points.

**ITALIAN**

**The Civilization of the Italian Renaissance**  
MEDI-UA 161  Identical to ITAL-UA 161. 4 points.

**Dante's Divine Comedy**  
MEDI-UA 271  Identical to ITAL-UA 270. 4 points.

**Boccaccio's Decameron**  
MEDI-UA 274  Identical to ITAL-UA 271. 4 points.

**LINGUISTICS**

**Etymology**  
MEDI-UA 76  Identical to LING-UA 76. 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.
PROGRAM IN MEDIEVAL AND RENAISSANCE STUDIES

*The Ottoman Empire and the World Around It
MEDI-UA 651 Identical to MEIS-UA 650. 4 points.

*Islam and the West
MEDI-UA 694 Identical to MEIS-UA 694, HIST-UA 250. 4 points.

*Masterpieces of Islamic Literature in Translation
MEDI-UA 710 Identical to MEIS-UA 710. 4 points.

*The Arabian Nights
MEDI-UA 714 Identical to MEIS-UA 716. 4 points.

*Seminar: Introduction to Islamic Texts
MEDI-UA 720 Identical to MEIS-UA 720. 4 points.

*Seminar: Women and Islamic Law
MEDI-UA 783 Identical to MEIS-UA 783. 4 points.

The Sufis: Mystics of Islam
MEDI-UA 863 Identical to RELST-UA 863, MEIS-UA 863. 4 points.

MORSE ACADEMIC PLAN
Texts and Ideas: Antiquity and the Middle Ages
MAP-UA 401 4 points.

Texts and Ideas: Antiquity and the Renaissance
MAP-UA 402 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.

Cervantes
MEDI-UA 335 Identical to SPAN-UA 371. 4 points.

Theatre and Poetry of the Spanish Golden Age
MEDI-UA 421 Identical to SPAN-UA 421. 4 points.

Forms of the Picaresque in Spain and Spanish America
MEDI-UA 438 Identical to SPAN-UA 438. 4 points.

Graduate Courses Open to Undergraduates

COMPARATIVE LITERATURE
Themes and Forms of Medieval Literature
COLIT-GA 1452 4 points.

European Renaissance Literature I
COLIT-GA 1500 4 points.

European Renaissance Literature II
COLIT-GA 1550 4 points.

ENGLISH
Introductory Old English
ENGL-GA 1060 4 points.

Introductory Middle English
ENGL-GA 1061 4 points.

Studies in Beowulf
ENGL-GA 1152 Prerequisite: ENGL-GA 1060 or the equivalent. 4 points.

The Renaissance in England
ENGL-GA 1322 4 points.

Shakespeare I, II
ENGL-GA 1344, 1345 4 points per term.

*17th-Century Poetry
ENGL-GA 1420 4 points.

FRENCH
Introduction to Medieval French Literature
FREN-GA 1211 4 points.

The Medieval Epic
FREN-GA 1241 4 points.

Prose Writers of the 16th Century
FREN-GA 1331 4 points.

La Pléiade
FREN-GA 1342 4 points.

MIDDLE EASTERN AND ISLAMIC STUDIES
History of the Islamic Near East to 1200
MEIS-GA 1640 4 points.

Medieval Iran
MEIS-GA 1660 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.

16th-Century Novelistic Forms
SPAN-GA 1334  4 points.

Spanish Poetry of the Renaissance
SPAN-GA 1341  4 points.

Mystics and Contemplatives
SPAN-GA 2311  4 points.

Portuguese Literature: The Cancioneiros to Camões
PORT-GA 1817  4 points.
MAJOR/MINOR IN

Metropolitan Studies

Metropolitan studies, part of the Department of Social and Cultural Analysis (SCA), is an interdisciplinary undergraduate major focused on the study of cities and metropolitan regions in historical and contemporary perspective. Students use New York City and other global metropolitan centers as their laboratories for understanding the processes of urban and regional development, the major institutions of urban life, urban social movements, urban cultural dynamics, and the socio-environmental consequences of worldwide urbanization. The program draws on the expertise of a wide range of urban scholars within SCA and in complementary departments at NYU. In addition, faculty active in the city’s government, community, and nonprofit agencies provide a unique resource for understanding the city. The major provides particularly valuable preparation for students interested in law, health, teaching, journalism, social work, architecture, city and regional planning, public policy, public administration, nonprofit administration, and community organization.

An accelerated B.A./M.P.A. and B.A./M.U.P. arrangement exists with NYU’s Robert F. Wagner Graduate School of Public Service. For more information, see the section Preprofessional, Accelerated, and Specialized Programs in this Bulletin.

FACULTY

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PROGRAM

Major

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 laid out 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)

Six elective courses:

- Four designated metropolitan studies electives
- Two common electives: a list will be available each semester

Three research core courses:

- Strategies in Social and Cultural Analysis (SCA-UA 20)
- Internship Fieldwork (SCA-UA 40) and Internship Seminar (SCA-UA 42), related to metropolitan studies
- Senior Research Seminar (SCA-UA 90)

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

**Minor**

The minor in metropolitan studies requires five courses (20 points) consisting of the introductory course Approaches to Metropolitan Studies (SCA-UA 601), plus four other courses listed by metropolitan studies.

**Honors**

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

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**COURSES**

**Introductory Core**

**Concepts in Social and Cultural Analysis**
SCA-UA 1 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. It focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each one considered within a two-week unit. Because the course is team-taught and the instructors vary from semester to semester, there may be slight alterations in the concepts covered in different terms.

**Approaches to Metropolitan Studies**
SCA-UA 601 Offered in the fall. 4 points.
A broad and interdisciplinary introduction to the field of urban studies, surveying the major approaches deployed to investigate the urban experience in the social space of the modern city. Explores the historical geography of capitalist urbanization with attention to North American and European cities, to colonial and postcolonial cities, and to the global contexts of urban development. Major topics include urban politics and governance; suburban and regional development; urban social movements; urban planning; and the gendering of urban space and racial segregation in urban space.

**Research Core**

**Strategies in Social and Cultural Analysis**
SCA-UA 20 Prerequisite: Approaches to Metropolitan Studies (SCA-UA 601). Offered every year. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative, for research in urban studies. Topics range from ethnography to survey research to social statistics, among others. Includes practical, hands-on application of the research methods. Majors must enroll in the spring of their junior year or before.

**Senior Research Seminar**
An advanced research course in social and cultural analysis. It culminates in each student completing an extended research paper that makes use of various methodology skills. Students work individually and collaboratively on part of a class research project pertaining to their major. Majors must enroll in the fall of their senior year.

**Honors Track**

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

**Internship Program**

**Internship Fieldwork**
SCA-UA 40 Corequisite: Internship Seminar (SCA-UA 42). 2 or 4 points.
Ten hours of fieldwork are required for 2 points; 15 hours for 4 points.

**Internship Seminar**
SCA-UA 42 Corequisite: Internship Fieldwork (SCA-UA 40). Brown. Section 1: General Internship. Nonprofit and government agencies. 2 or 4 points. Section 2: Legal Aid Internship. Students work directly with the criminal justice division of the Legal Aid Society. 4 points. The 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 analytic tools, and (3) to assist students in their exploration of professional career paths. The internship is open to juniors and seniors and requires an interview and permission of the director of internships. Majors are required to take the internship program for 4 points but may choose to register for 8 points. Majors who choose to take the internship for 8 points count the additional 4 internship credits as an elective.

**Independent Study**
Independent Study
SCA-UA 997, 998 Prerequisite: permission of the instructor. 2 to 4 points per term.

**Elective Courses**

**Cities in a Global Context**
SCA-UA 602 Offered in the spring. 4 points. What is a global city? How does a global perspective shape our understanding of urban spaces and the politics of creating social and spatial order in cities? This course draws on ethnographic examples from a range of cultural and geographic contexts to explore 21st-century urbanization. Through examples that range from London to Shanghai, the course traces how issues like equity, migration, violence, ecology, and citizenship can inform an understanding of modern cities.

**Urban Cultural Life**
SCA-UA 608 4 points. Few cities enjoy as rich a cultural life as New York City, with its galaxy of neighborhoods, museums, galleries, theatres, concert halls, and alternative spaces. Through walking tours, attendance at cultural events, and visits to local cultural institutions, students explore the definition of urban culture. Sites include the familiar and the unfamiliar, the Village and the outer boroughs. Students examine the attributes that constitute culture and community from an interdisciplinary perspective. Readings and films expand their understanding of these concepts.

**Law and Urban Problems**
SCA-UA 610 Offered in the fall. 4 points. Interdisciplinary introduction to the law as it interacts with society. Focuses on problems in areas such as housing, zoning, welfare, and consumer affairs, emphasizing the underlying social, economic, and political causes of the problems and the responses made by lawmakers and courts. Readings are drawn from the law and social science. No specific knowledge of law is required.

**Work and Wealth in the City: The Economics of Urban Growth**
SCA-UA 612 Offered every other year. 4 points. The financing of complex American cities raises related issues about the changing character of work in the city and the organization of wealth and city finances in contemporary urban America. This course examines a diverse set of questions about the forms of capital needed to maintain a city, the economics of regional development, the role of taxes in supporting services and urban development, the job structure of a metropolitan area, and the types of incentives necessary to maintain a diverse labor force.

**Community Empowerment**
SCA-UA 613 Offered in the spring. 4 points. Empowerment is defined as those processes, mechanisms, strategies, and tactics through which people, as well as organizations and communities, gain mastery over their lives. It is personal as well as institutional and organizational. This course addresses these issues in a wide variety of community settings. The course is designed to be challenging and rewarding to those students interested in helping people work together to improve their lives.

**Culture of the City**
SCA-UA 620 Offered in the spring. 4 points. Urban culture is a complex, fantastic part of daily life, encompassing everything from vaudeville, the public library, opera, and dance to the local bar, social club, and graffiti. By considering cities to be sources of cultural invention, this course explores, through literature, history, social science,
and student experience, the evolution of high and popular culture, both modernist and postmodernist. Emphasis is on how cultures create bonds between specific interest groups and on how culture becomes the arena for acting out or resolving group conflict.

New York City in Film
SCA-UA 623 4 points.
Analyzes the way New York has been portrayed in some of the classic films about the city. In turn, the course examines how these stories have helped shape the city's image of itself. The goal is to see how each particular film originated at distinct moments both in the city's history as well as in the history of filmmaking. In so doing, the course combines the perspectives of both urban studies and film studies, placing films within their cultural, political, and artistic content.

Landscapes of Consumption
SCA-UA 625 Offered every year. 4 points.
Consumption of objects, images, and places is central to the culture and economy of metropolitan life. The class explores how the relationship between consumption and cities has developed by examining three key moments: the late 19th century and the invention of urban commodity spectacles, post-war America and the rise of suburban consumer spaces, and contemporary America and the selling of the commodity city. The class addresses three questions: Why do we want things? How does landscape organize our consumer desires? How does place become an object of consumption? We begin with an examination of classic theoretical works that probe the relationships between people, things, and cities. We then embed these in discussions of changing forms and practices of consumption and urbanism. The empirical cases we examine range from the development of the department store, to the fashioning of the commodity city, to the work of shopping, and to the emergence of a thriving urban debt industry.

Urban Environmentalism
SCA-UA 631 Offered every other year. 4 points.
Examines some of the many environmental issues facing people living in cities and towns around the world. It focuses on the practical, everyday realities of these issues, why they exist, and what can and should be done to change them. It uses these particularities to consider larger questions about the relationship between human society and the natural world in the urban context. Employing the analytic tools of sociology, the course grapples with ideas from economics, political science, philosophy, geography, and natural science to develop a theoretical framework for understanding environmental issues facing cities today.

Related Courses

Multietnic New York
SCA-UA 363 4 points.
See description under Asian/Pacific/American Studies.

“Chinatown” and the American Imagination:
A Field Research Course
SCA-UA 370 4 points.
See description under Asian/Pacific/American Studies.

The Latinized City, New York and Beyond
SCA-UA 540 4 points.
See description under Latino Studies.

Urban Economics
SCA-UA 751 Identical to ECON-UA 227. 4 points.
See description under Economics.

Urban Government and Politics
SCA-UA 753 Identical to POL-UA 360. 4 points.
See description under Politics.

American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education
SCA-UA 755 Identical to TCHL-UE 41. 4 points.
See description from the Steinhardt School of Culture, Education, and Human Development, Department of Teaching and Learning.

Writing New York
SCA-UA 757 Identical to ENGL-UA 180. 4 points.
See description under English.

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

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

Shaping the Urban Environment
SCA-UA 762 Identical to ARTH-UA 661. 4 points.
See description under Art History.

Decision Making and Urban Design
SCA-UA 763 Identical to ARTH-UA 670. 4 points.
See description under Art History.

Environmental Design: Issues and Methods
SCA-UA 764 Identical to ARTH-UA 672. 4 points.
See description under Art History.
MAJOR/MINOR IN METROPOLITAN STUDIES

Cities in History
SCA-UA 765  Identical to ARTH-UA 662. 4 points.
See description under Art History.

Urban Design and the Law
SCA-UA 766  Identical to ARTH-UA 674. 4 points.
See description under Art History.

Seminar in Urban Options for the Future
SCA-UA 767  Identical to ARTH-UA 675. 4 points.
See description under Art History.

Urban Design: Infrastructure
SCA-UA 768  Identical to ARTH-UA 673. 4 points.
See description under Art History.

History of City Planning: 19th and 20th Centuries
SCA-UA 769  Identical to ARTH-UA 663. 4 points.
See description under Art History.

New York City: A Social History
SCA-UA 831  Identical to HIST-UA 639. 4 points.
See description under History.

Expressive Culture: Images—Architecture in New York Field Study
MAP-UA 722  4 points.
See description under Foundations of Contemporary Culture.

Modern Hispanic Cities
SPAN-UA 650  Conducted in Spanish. 4 points.
See description under Spanish and Portuguese Languages and Literatures.
The Department of Middle Eastern and Islamic Studies (MEIS) focuses on the past and present of a vast and culturally diverse region of the world that extends from North Africa to Central Asia and from the Mediterranean to the Indian Ocean. It adopts interdisciplinary and comparative approaches to Middle Eastern societies from antiquity to the present, with particular focus on the period after the emergence of Islam. A Middle Eastern and Islamic studies major offers students the opportunity to master one of the regional languages, including Arabic, Persian, Turkish, Hindi, Urdu, and ancient Egyptian. Students also acquire an interdisciplinary understanding of this pivotal area of the world by studying with the department’s specialists in history, anthropology, political science, literature, law, religious studies, and language.

In addition to the courses listed below, students are encouraged to select cross-listed courses in other departments and programs that complement the department’s offerings, such as anthropology, art history, comparative literature, Hebrew and Judaic studies, history, politics, religious studies, and sociology.

### FACULTY

**Professors**
- Chelkowski, Gilsenan, Lockman, Shohat

**Associate Professors**
- Benite, Fahmy, Katz, Kennedy, Keshavarzian, Rowson

**Assistant Professors**
- El-Leithy, Halim

**Clinical Professors**
- Ferhadi, Khorrami

**Clinical Associate Professors**
- Erol, Illeiva

**Clinical Assistant Professor**
- Utman

**Global Distinguished Professor**
- Khoury

**Senior Language Lecturer**
- Hassan

**Language Lecturers**
- Credi, Karatas, Naqvi

**Visiting Assistant Professor/ Faculty Fellow**
- Pomerantz

**Associate Research Scholar**
- Goelet

**Affiliated Faculty**
- Fleming, Flood, Gomez, Mirsepassi

### PROGRAM

#### Major

The Middle Eastern and Islamic studies (MEIS) major requires ten 4-point courses (40 points). As illustrated below, a typical program might consist of four 4-point language courses and six other 4-point MEIS courses.

#### Language

All MEIS majors must meet the College of Arts and Science (CAS) language requirement in Arabic, Persian, Turkish, Hindi, or Urdu. This means (1) studying one of these languages through at least the intermediate level (four semesters) at NYU, (2) demonstrating the completion of equivalent course work elsewhere, or (3) satisfying the CAS language requirement by exam in one of these languages. Under exceptional circumstances, the director of undergraduate studies may exempt a student from having to fulfill the language requirement, in which case the student will be required to take ten MEIS non-language courses to satisfy the major. In any event, a student must complete at least ten MEIS-approved courses to satisfy requirements for the major.

#### Course Requirements

In addition to the language requirement, majors must successfully complete at least six MEIS courses. At least one of the six must be an undergraduate seminar offered under the Topics rubric; with the permission of the instructor, this requirement may be fulfilled with a graduate seminar. 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.

The six MEIS non-language courses are to be distributed as follows:

- Two courses from the MEIS history list
- One course from the MEIS literature list
DEPARTMENT OF MIDDLE EASTERN AND ISLAMIC STUDIES

- One course from the MEIS religion list
- Two elective courses of the student’s choosing from the MEIS course list

Minor
Students who wish to minor in Middle Eastern and Islamic studies must complete either (1) at least four non-language courses (16 points) that are offered by MEIS or cross-listed by MEIS and approved by the director of undergraduate studies or their MEIS adviser, or (2) four courses (16 points) in Arabic, Persian, or Turkish, provided that these courses are not also used to satisfy the CAS foreign language requirement. After consultation with the director of undergraduate studies, transfer students may be allowed to apply up to two transfer courses (8 points) toward the minor.

Awards for Excellence in Middle Eastern and Islamic Studies
The department offers the following awards for excellence:
- The Rumi-Biruni Prize, for excellence in Persian studies
- The Ibn Khaldun Prize, for excellence in Arabic studies
- The Evliya Chelebi Prize, for excellence in Turkish studies
- The Premchand Prize, for excellence in Hindi and Urdu studies

Internship Program
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 at www.meis.as.nyu.edu/docs/IO/15301/InternshipApplicationForm.pdf

Honors Program
Eligibility
Any student majoring in the department who has spent at least two full years in residence at the College of Arts and Science, who has completed at least 60 points of graded work in the College, and has a cumulative GPA of 3.65 and a major GPA of 3.65.

Requirements
(1) Complete all major requirements; (2) complete at least two graduate-level courses with a GPA of 3.0 (these courses may be used to complete part of the major requirements); (3) earn no grade lower than a C in a Middle Eastern and Islamic studies course; and (4) write an honors paper of 50 to 60 double-spaced, typed pages under the supervision of an MEIS faculty member, for which up to 4 points of independent study credit may be awarded (MEIS-UA 997, 998). The subject of the honors paper and the faculty supervisor will be chosen in consultation with the director of undergraduate studies.

Minor in South Asian Studies
The minor in South Asian Studies is now housed in the Department of History. Please see the section on the SAS minor in this Bulletin.

COURSES

Language Courses
Note: Language examinations are held before the first week of the fall and spring semesters and on a regular basis during the academic year. For placement at the appropriate level of language instruction, students should consult the department. Qualified undergraduates are also eligible to register for advanced language courses. Please consult the current schedule of courses and the Graduate School of Arts and Science Bulletin for information about advanced courses in Arabic, Persian, Turkish, Hindi, and Urdu that are open to undergraduates who have completed the intermediate level of the languages.
Arabic

Elementary Arabic I, II
MEIS-UA 101, 102  Offered every year. 4 points per term.
Builds basic skills in modern standard Arabic, the language read and understood by educated Arabs from Baghdad to Casablanca. Five hours per week of instruction and drills, stressing the proficiency approach, plus work in the language laboratory.

Intermediate Arabic I, II
MEIS-UA 103, 104  Prerequisite for the sequence: Elementary Arabic II (MEIS-UA 102) or equivalent. Offered every year. 4 points per term.
Builds on the skills acquired in Elementary Arabic I and II, with increased emphasis on writing and reading from modern sources, in addition to aural/oral proficiency.

The following two Arabic courses comprise the third year of Arabic language instruction and are open to undergraduates who have successfully completed the Intermediate Arabic sequence.

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.
This class is entirely conducted in Modern Standard Arabic. The focus is on further honing the students' four language skills: speaking, listening, reading, and writing. Principal features of colloquial dialects of Arabic will be introduced as well.

Farsi/Persian

Elementary Persian I, II
MEIS-UA 401, 402  Offered every year. 4 points per term.

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.
Builds on the skills acquired in Elementary Persian I and II through continued study of grammar and syntax. Practice in spoken Persian. Introduction to classical and modern prose and poetry.

Hindi

Elementary Hindi I, II
MEIS-UA 405, 406  Offered every year. Ilieva. 4 points per term.
As a part of a two-year curriculum, prepares the student for a high level of proficiency in Hindi. Through a variety of class, small-group, and paired activities, as well as language and computer lab sessions, students are expected to develop reading, speaking, listening, and writing skills. The instructor also takes into consideration individual needs.

Intermediate Hindi I, II
MEIS-UA 407, 408  Prerequisite for the sequence: Elementary Hindi II (MEIS-UA 406) or equivalent. Offered every year. Ilieva. 4 points per term.
Designed to further develop fluency in oral and written communication. In addition to the class, small-group activities, and language and computer lab sessions, students are given an individual assignment to work with native speakers from the community and report on their findings. The reading assignments are designed to broaden understanding of content used for oral presentations.

Advanced Hindi I, II
MEIS-UA 409, 410  Prerequisite for the sequence: Intermediate Hindi II (MEIS-UA 408) or equivalent. Offered every year. Ilieva. 4 points per term.
Offers an overview of Indian culture via original texts and is designed to improve students’ advanced-level reading, as well as their written and oral discourse in Hindi. Emphasis is placed on the development of linguistic skills required for a close reading and in-depth analysis of complex texts. Courses are learner-centered, and students have a choice in the selection of the texts and topics for their presentations. Taught seminar-style, the course combines classroom discussions, oral reports, and occasional background lectures. Students should have completed the two-year sequence of Hindi or have an equivalent background.

**Turkish**

**Elementary Turkish I, II**
MEIS-UA 501, 502  Offered every year. Erol. 4 points per term.
Introduction to the written and spoken language of modern Turkey. All texts are in Latin characters and comprise both textual and audio material.

**Intermediate Turkish I, II**
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 radio provide the basis for reading comprehension and conversational ability in modern Turkish.

**History Courses**

**Topics in Ottoman History**
MEIS-UA 518  Karatas. 4 points.

**The History of Ancient Egypt, 3200–50 B.C.E.**
MEIS-UA 611  Identical to HIST-UA 506. Offered every year. Goelet. 4 points.
Political and intellectual history of ancient Egypt, introducing the student to a variety of religious and secular texts and showing how Egyptologists have drawn 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 every other year. Goelet. 4 points.
Survey of the literary, religious, and material culture of ancient Egypt. Each class examines the ancient Egyptian intellectual world as shown by a major monument (for example, the Great Pyramid), along with its cultural background. Daily life, as well as the visual and symbolic aspects of the civilization, are illustrated with slides and charts. The reading emphasizes historical, literary, and religious texts in translation.

**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 in this Bulletin.

**Topics in Islamic History**
MEIS-UA 616 4 points.

**The Making of the Muslim Middle East**
MEIS-UA 640 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.
An introduction to the arts of Islam during a period of dynamic cultural and political change in the Islamic world. Beginning with the Mongol invasions of the 13th century, traces the development of Islamic art and architecture through the eras of Timur, the “gunpowder empires” (the Mughals, Ottomans, Safavids), and European colonialism, to the art of the nation-state in the 20th century.

**Art in the Islamic World I: From the Prophet to the Mongols**
MEIS-UA 653  Identical to ARTH-UA 540. 4 points.
Provides an outline of Islamic material in its early and classical periods, from 650 C.E. 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.

**The Ottoman Empire and the World around It, 1300–1700 C.E.**
MEIS-UA 680 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. Offered every year. Lockman. 4 points.
Surveys the main political, social, economic, and intellectual currents of the 20th century. Emphasis on historical background and development of current problems in the region. Topics include imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

Islam and the West
MEIS-UA 694  Identical to HIST-UA 520, MEDI-UA 694. Offered every other year. 4 points.
Examines the evolution of diplomatic, trade, and cultural contacts between Islam and the West. Particular attention is paid to the complex relationship that developed between these two civilizations and their historical impact on each other.

Zionism and the State of Israel
MEIS-UA 696  Identical to HBRJD-UA 180. Offered every other year. Engel. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.

Palestine, Zionism, Israel
MEIS-UA 697  Identical to HIST-UA 532. Offered every other year. Lockman. 4 points.
Survey of the conflict over Palestine from its origins in the late 19th century until the present. Examines the evolution of this ongoing struggle in its historical context. Discusses the roles of the various parties to the conflict.

Israel: Fact Through Fiction
MEIS-UA 698  Identical to HBRJD-UA 780. Offered every other year. Landress. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.

Tolerance and Intolerance in Islamic History
MEIS-UA 779  Offered every other year. 4 points.
In the light of contemporary conflicts, investigates the history of Islamic attitudes toward the “Other,” in both theory and practice. Topics include the treatment of non-Muslim minorities in Islamic states; norms for Muslims in non-Muslim states; sectarian (especially Sunni/Shi’i) divisions within Islamic societies; intra-Islamic theological and legal controversies; relations between religion and government; and freedom and control of expression and behavior. The primary focus is on the evolution of attitudes in medieval and early modern times, but with a view to understanding the roots of modern controversies.

Gender and Sexuality in Medieval Islamic Societies
MEIS-UA 787  Offered every other year. Rowson. 4 points.
Evaluates the role of culture—whether Middle Eastern or Western—in shaping fundamental sexual attitudes. Attempts to get behind myths of unbridled sensuality and “well-stocked harems” to the realities. Readings include selected primary sources from the medieval period in English translation, including religious treatises on marriage and proper gender roles, love poetry, stories from the Arabian Nights, and works of erotica, supplemented by secondary studies.

Iran Past and Present
MEIS-UA 796  Offered every year. Chelkowski. 4 points.
Ancient Iranian culture and its influence on the Near East. The impact of the Arab-Islamic conquest, the Islamization of Iran, and the Iranian role in the development of Islamic civilization. The rebirth of Iranian self-consciousness and the establishment of Shi’ism as the state religion under the Safavids. Traditional Iranian culture in conflict with the West. Modern Iran from the reinstitution of the monarchy to the Islamic revolution. Illustrated with readings, slides, films, a museum visit, live recitations, and music.

Literature Courses
Except where indicated, there is no language prerequisite for these courses.

Topics in 20th-Century Literature
MEIS-UA 190  4 points.

Muslim Spain: Literature and Society
MEIS-UA 706  4 points.

Masterpieces of Arabic Literature in Translation
MEIS-UA 710  Identical to MEDI-UA 710. Offered every year. Kennedy. 4 points.
Survey of the masterpieces of Arabic, Persian, and Turkish literature from pre-Islamic times to the present. Selected texts in translation from the major genres, both in prose and poetry, are studied as works of art in themselves and as a reflection of the societies that produced them.

Literature and Society in the Arab World
MEIS-UA 711  Offered every year. 4 points.
Examines selected works in translation of leading 20th-century poets, novelists, and short story writers that reflect changing conditions and mores within Middle Eastern and North African societies. Investigates such topics as conflicts between traditionalists and modernists, the impact of urbanization on rural societies, and the existential dilemmas of men and women.
Women and War: Contemporary Arabic Literature and Film  
MEIS-UA 714  Identical to COLIT-UA 714, SCA-UA 731, CINE-UT 714. Offered every other year. 4 points.  
Women are central figures in the political upheavals of the modern Middle East; their images have had a remarkable hold on national and international imaginations. Investigates the representations of women and war in Arabic literature and film through such topics as the gendering of war; the gender politics of national symbolism and liberation; the politics and aesthetics of documentary film; revolutionary erotic and antierotic; and combat and collaboration.

The Arabian Nights  
MEIS-UA 716  Identical to MEDI-UA 714. Offered every year. Kennedy. 4 points.  
The Arabian Nights have been an essential and dynamic literary meeting point between Arabic/Islamic literature and the Western canon. This course examines both sides of this cultural dichotomy. Literary analysis of the tales includes close reading of the structure of the original, as well as modern variations by authors such as Poe and Rushdie.

Modern South Asian Literature  
MEIS-UA 717  Identical to COLIT-UA 717. Offered every year. Ilieva. 4 points.  
Addresses the rich literary product of modern and contemporary South Asia. Offers more advanced undergraduates a window on a rich and culturally varied area of the world, as well as an understanding of aspects of South Asian history and society as represented in translations of modern prose writing (short stories and novels) originally written in South Asian languages.

Introduction to Ancient Indian Literature  
MEIS-UA 718  Offered every year. Ilieva. 4 points.  
An introductory course designed to acquaint students with the great works of the ancient Indian literary tradition, a major part of which was written in Sanskrit. The earliest form of that language, called Vedic Sanskrit, is the language of the Vedic hymns, especially those of the Rig Veda. Sanskrit has had an unbroken literary tradition for over 3,000 years. This rich and vast literary, religious, and philosophical heritage is introduced in this course. In addition, students work with excerpts from the Jain and Buddhist canons written in Prakrits and examples of Tamil poetry. Selections from the Vedic literature, classical drama, epics, story literature, and lyric poetry are studied in English translation.

Topics in Arabic Literature  
MEIS-UA 720  Identical to MEDI-UA 720. Offered every year. Kennedy. 4 points.  
An introduction to the main stylistic features of classical Arabic for students who have completed two semesters of Arabic. Students gain a flavor of an older, yet essential, register of Arabic through the most important texts of the Islamic tradition. These texts constitute the core of Islam to the present: the Qur’an and the Hadith (Sayings of the Prophet Muhammad). The syllabus also includes samples from the Tafsir tradition (Koranic hermeneutics), Sufi/mystical literature (poetry and prose), philosophical novels, and pious tales from the popular sphere (the Arabian Nights tradition). The Koran provides a sustained focus for the course, with particular attention paid to its influence on all categories of Arabo-Islamic literature—linguistically, stylistically, thematically, and doctrinally.

Travel Literature  
MEIS-UA 757  Identical to COLIT-UA 757. Halim. 4 points.  
Brings together a set of theoretical, critical, and literary texts about travel from antiquity to the late 20th century with a focus, albeit not an exclusive one, on the Middle East. The first sessions of the course are devoted to theoretical and critical reflections on travel literature and the historically and culturally changing categories in relation to which it should be read. These include “imaginative geography”; Greek versus Barbarian; the hajj, trade routes, and knowledge-seeking as motives; Orientalism, Occidentalism, and ethnography; transnationalism in relation to class and gender; tourism; migrant workers; and exile and narratives of return. The literary texts to be read later in the course demonstrate the contrasting conventions of representations of travel in different times and places in relation to the issues raised in the introductory sessions.

Topics in Modern Arabic 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.
An introductory course dealing with the life of the Prophet Muhammad and the origins of Islam; the beliefs and practices of the Islamic community; differences between Sunni and Shi’ite Islam; Sufism; the spiritual, intellectual, and artistic life of the Islamic commonwealth; and modern Islamic revival.

Introduction to Ancient Egyptian Religion
MEIS-UA 719  Identical to RELST-UA 719. Offered every year. Goetel. 4 points.
Examines the religious beliefs of the ancient Egyptians, including the nature of the gods, syncretism, private religion, theories of divine kingship, the judgment of the dead, cultic practices, the life of priests, the relationship between this world and the afterlife, wisdom literature as moral thought, festivals, funerary practices, creation myths, and foreign gods and influences—all illustrated by Egyptian religious texts or scenes from temples and tombs.

Women and Gender in Islam
MEIS-UA 728  Offered every year. Katz. 4 points.
Examines the rights, roles, and physical appearance of Muslim women. Investigates the complexity of the messages and models relating to gender in one of the world’s most influential religious traditions. Beginning with the rise of Islam, observes how foundational texts and personalities are interpreted and reinterpreted for changing times.

Seminar: Islamic Law and Society
MEIS-UA 780  Offered every year. 4 points.
Introduces students to Islamic law through a reading of its various genres and a study of a selection of secondary sources covering a number of substantive topics (for example, ritual, criminal, and public law). Also focuses on the ways Islamic law has interacted with Islamic societies in historical practice and the way it has adapted, or not adapted, to the challenges of modernity.

The Qur’an and Its Interpretation
MEIS-UA 781  Offered every other year. Katz. 4 points.
An introduction to the content, themes, and style of the Qur’an. Surveys the diversity of interpretive approaches to the text (legal, mystical, sectarian, literary, and politically engaged) in the medieval and modern periods.

Topics in Islamic Studies
MEIS-UA 782  Offered every year. 4 points.
Examines a particular aspect of premodern Islamic religious, intellectual, or institutional history, with the specific topic varying from year to year. Intended primarily for advanced undergraduates in Middle Eastern and Islamic studies, but other students may register with permission of the instructor.

Seminars: Women and Islamic Law
MEIS-UA 783  Identical to SCA-UA 736, MEDI-UA 783. Offered every year. 4 points.
Acquaints students with the ways Islamic law has treated women in theory and practice. Students are exposed to medieval and modern legal texts regarding the status of women as believers, daughters, wives, mothers, and legal persons. Case studies from different periods of Islamic history are read and discussed, as well as writings from contemporary anthropology.

The Civilizations and Religions of the Ancient Near East
MEIS-UA 790  Identical to RELST-UA 790. Offered every other year. 4 points.
Introduction to the ancient Near East. Places the civilizations of Mesopotamia, Egypt, and Anatolia in their historical framework and discusses their institutions.

Judaism, Christianity, and Islam
MEIS-UA 800  Identical to MEDI-UA 25, HBRJD-UA 160, RELST-UA 102. Offered every year. Peters. 4 points.
Comparative study of the three great monotheistic religious traditions, how each understood its origin and evolution, and their similarities and differences in matters of scripture, worship, authority, community, theology, and mysticism.

Modern Perspectives on the Bible
MEIS-UA 809  4 points.

Islamic Ethics
MEIS-UA 842  4 points.

The Sufis: Mystics of Islam
MEIS-UA 863  Identical to MEDI-UA 863, RELST-UA 863. Offered every year. Chelkowski. 4 points.
Readings of the Sufi poets in translation and reflections on their influence in Persian literature and the European tradition. Sufism as one of the primary manifestations of the Islamic spirit in Iran. The effect of Sufism (the hidden path that leads from the individual to God) on the shape of Islam, on the spirit of Persian literature and art, and on Western religious sensibilities.
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. 4 points.
See description under Politics in this Bulletin.

Topics in Middle East Politics
MEIS-UA 751  Keshavarzian. 4 points.
Advanced undergraduate course that focuses on specific issues in contemporary politics in the Middle East. Topics vary each time it is offered, but include such themes as social movements, urban politics, or globalization.

International Politics of the Middle East
MEIS-UA 752  Identical to POL-UA 760. Mitchell. 4 points.
See description under Politics in this Bulletin.

Politics and Society in Iran
MEIS-UA 797  Identical to POL-UA 545. 4 points.
See description under Politics in this Bulletin.

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.
Since its establishment in 1923, the Department of Music at New York University has occupied a central position in American music scholarship. It has since grown into one of the country's most exciting, intellectually vibrant centers for the interdisciplinary study of music and sound. Undergraduate students in the department study, create, and perform music in an environment that combines the benefits of a well-rounded liberal arts education with the resources of a major research university.

University resources include a large number of rehearsal and practice rooms, and the department has its own intimate, loftlike performance space that serves as a recording studio and as a venue for recitals and concerts. The department hosts the Washington Square Contemporary Music Society, the Collegium Musicum, and the Washington Square Harp and Shamrock Orchestra, the only Irish music ensemble in any university in the United States. The department's greatest asset, however, is its location in the heart of New York City, one of the world's great cultural centers. Many of our courses are structured around live performances at venues ranging from the city's top concert halls to its most obscure performance spaces. We also encourage our students to take advantage of our location by pursuing internships with New York City-based recording companies, music magazines, or major performing arts organizations.

**Major and Minor in Music**

The breadth and depth of knowledge offered by the major provides an excellent foundation for academic, creative, and performance work, offering a solid set of applied critical and listening abilities demanded of musicians and listeners today. The major is equally ideal for students seeking careers requiring a solid liberal arts background and strong analytical and critical skills, and for students interested in the humanities but for whom sonic culture is a central element. The music major cultivates the ability to interpret and analyze music as both text and performance. As such, the major program of studies and our faculty's specializations offer superb foundations for further advanced studies in music and disciplines such as American studies, anthropology, comparative literature, linguistic and cultural anthropology, Native American studies, popular culture, gender studies, Western and Central European culture and history, Slavic studies, Latin American and Latino studies, media studies, performance studies, and theatre.

**Major**

A total of ten courses (40 points) is required for the music major:

- Harmony and Counterpoint I-IV (MUSIC-UA 201-204)
- Two courses on the history of European music (MUSIC-UA 101-104)
- Four additional courses numbered above MUSIC-UA 100 (except MUSIC-UA 505-508), one of which must be in the area of ethnomusicology
Students who are pursuing Departmental Honors must take the Proseminar in Musical Research (MUSIC-UA 200). Note that courses in the Harmony and Counterpoint sequence must be taken serially. A diagnostic exam to determine placement in Harmony and Counterpoint is administered each semester.

All departmental courses must be passed with a grade of C or better to count toward the major.

Only 4 points of performance course work (ensembles and/or lessons) can count toward the major.

**Minor**

A total of four courses (16 points) is required for the music minor:

- One course chosen from The Elements of Music (MUSIC-UA 20) or Harmony and Counterpoint I-IV (MUSIC-UA 201-204)
- One course on the history of European music (MUSIC-UA 101-104)
- One course in ethnomusicology or anthropology of music (MUSIC-UA 151, MUSIC-UA 153, MUSIC-UA 155, MUSIC-UA 182)
- One additional course numbered above MUSIC-UA 100

Note that courses in the Harmony and Counterpoint sequence must be taken serially. A diagnostic exam to determine placement in Harmony and Counterpoint is administered each semester.

All departmental courses must be passed with a grade of C or better to count toward the minor.

Only 4 points of performance course work (ensembles and/or lessons) can count toward the minor.

**Double Majors**

Double majors are available through the Department of Music. Please see the department’s website for details on declaring the double major.

**Declaring a Music Major or Minor**

For instructions on how to declare a major or minor, please visit the department’s website.

**Honors, Scholarships, and Prizes**

Highly motivated students may take part in the department’s honors program, which culminates during the senior year with an independent study supervised by a faculty member. Students wishing to graduate with honors must take the department’s Proseminar in Music (MUSIC-UA 200); they then 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 historiographic study of a major work or group of works, the writing of a musical composition of substantial dimensions, or a biographical study of a composer, all under the guidance of a faculty member. Finally, students must maintain a GPA of 3.65 both in the major and overall.

For general requirements, see the Honors and Awards section of this bulletin. 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. These are 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
DEPARTMENT OF MUSIC

Development’s Department of Music and Performing Arts Professions. Students are also urged to attend concerts of the Washington Square Contemporary Music Society.

In addition to participation in the various performance ensembles, the department encourages students to partake vigorously of the cultural life of New York City. Our students are entitled to discounted tickets to the Metropolitan Opera, the New York Philharmonic, concerts of the World Music Institute, concerts of the Kalavant Center for Indian Music and Dance, and many other music-presenting organizations. We work closely with and support the activities of cultural organizations such as the Center for Traditional Music and Dance, Music Before 1800, the Archives of Contemporary Music, and AfroPop Worldwide, among many others. A listing and description of music organizations at New York University is available from the department or the Center for Music Performance.

COURSES

Introductory Courses (Open to All Students)

The Art of Listening
MUSIC-UA 3 Additional conference section required. Offered every semester. 4 points.
The art of listening to music. Students acquire a basic vocabulary of musical terms, concepts, and listening skills in order to describe their responses to musical experiences. Considers the structure and style of influential works in the Western art music repertoire, popular music, or other musical cultures, with attention to the wider social, political, and artistic context.

The Elements of Music
MUSIC-UA 20 Additional conference section required. Offered every semester. 4 points.
Explores the underlying principles and inner workings of the tonal system, a system that has guided all of Western music from the years 1600 to 1900. It includes a discussion of historical background and evolution. Focuses on concepts and notation of key, scale, tonality, and rhythm. Related skills in sight-singing, dictation, and keyboard harmony are stressed in the recitation sections.

Advanced Courses (Nonmajors Require Approval of the Instructor)

HISTORY OF EUROPEAN MUSIC
The following courses constitute an in-depth survey of the music of the European tradition from the Middle Ages to the present. They emphasize the development of musical style, the relationship of music to other intellectual activities, and music’s functions in society. Students are encouraged to attend concerts of the musical repertoire discussed in class and to perform it themselves. Assigned works are available in the Avery Fisher Center for Music and Media in the Elmer Holmes Bobst Library. Any term of this sequence may be taken alone for credit.

Medieval and Renaissance Music
MUSIC-UA 101 Prerequisite: ability to read music. Offered once a year. 4 points.
Topics include the music of the medieval church; the codification and extension of the plainsong repertoire and the emergence and development of polyphony; music of the medieval court (trobadours, trouvères, and minnesingers); the ascendancy of secular polyphony in the 14th century and the subsequent Renaissance balance between sacred and secular; mass and motet, chanson and madrigal; and the beginnings of an autonomous repertoire for instruments in the 16th century.

Baroque and Classical Music
MUSIC-UA 102 Prerequisite: ability to read music. Offered once a year. Mueller. 4 points.
Topics include the works of Monteverdi, Vivaldi, J. S. Bach, Handel, Haydn, Mozart, and Beethoven; the ascendancy of the secular over the sacred resumed and maintained; a new harmonic basis for musical structure: the basso continuo; the theatricalization of music in opera, oratorio, and the cantata; the expansion of the span of time music can sustain and, in the instrumental forms of sonata and concerto, a new musical independence from nonmusical ideas; the concert as music’s own occasion; musical autonomy in the symphonies and quartets of the Viennese classicists.

Romantic Music
MUSIC-UA 103 Prerequisite: ability to read music. Offered once a year. Mueller. 4 points.
The works of 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. Offered once a year. 4 points.
Major revolutions of the early 20th century (Debussy, Schoenberg, Stravinsky, Bartók) and later serialism (Webern, Boulez, Babbitt, Stockhausen). Discussion of Cage, minimalism, and other recent developments.

TOPICS IN THE HISTORY OF MUSIC AND IN ETHNOMUSICOCOLOGY
Topics in 20th-Century Music
MUSIC-UA 111 Ability to read music suggested. 4 points.
In-depth study of musical practices emerging throughout the 20th century, with an emphasis on mass-mediated musics and their impact on the constitution of new social fields. Topics vary.

Exploring the World’s Music Traditions
MUSIC-UA 151 Ability to read music suggested. 4 points.
A concentrated study of musics and cultures from around the world. Topics vary.

The Anthropology of Music
MUSIC-UA 153 Ability to read music suggested. Offered every semester. Samuels, Mahon, Stanyek, Daughtry. 4 points.
A study of the anthropology of music, with a focus on the politics and ethics of ethnographic method. Readings include major texts from disciplines of ethnomusicology and cultural anthropology.

Brazilian Music and Globalization
MUSIC-UA 155 Ability to read music suggested. Stanyek. 4 points.
A study of Brazil’s social and political history through its music and dance traditions, emphasizing questions of identity and performance in the international and transitional geographies of globalization.

Introduction to Celtic Music
MUSIC-UA 182 Identical to IRISH-UA 152. Offered every fall. Moloney. 4 points.
Provides a comprehensive introduction to the traditional and contemporary music of the Celtic areas of Western Europe: Ireland, Scotland, Wales, Brittany, and Galicia. Recordings and live performances present the extraordinary range of singing styles and the musical instruments employed in each culture, including harps, bagpipes, and a variety of other wind, free reed, keyboard, and stringed instruments. Forms and musical styles are explored in depth, along with a study of their origin, evolution, and cultural links.

COMPOSITION AND THEORY
Harmony and Counterpoint I, II
MUSIC-UA 201, 202 Prerequisite: ability to read music and background in basic concepts of music theory. Additional conference section required. Offered every year. 4 points per term.
General principles underlying tonal musical organization. Students learn concepts of 18th- and 19th-century harmonic, formal, and contrapuntal practices. Weekly lab sections are devoted to skills in musicianship and are required throughout the sequence.

Harmony and Counterpoint III, IV
MUSIC-UA 203, 204 Prerequisite: MUSIC-UA 201, 202 (Harmony and Counterpoint I, II) or permission of the instructor. Additional conference section required. Offered every year. Hoffman, Karchin. 4 points per term.
The continuation of MUSIC-UA 201, 202 covers chromatic extensions of tonality, intensive analysis of representative works from the tonal literature, and more advanced contrapuntal practices of the 18th and 19th centuries. MUSIC-UA 204 also includes an introduction to 20th-century music theory and popular music.

Principles of Composition
MUSIC-UA 209 Prerequisite: at least three semesters of Harmony and Counterpoint or permission of the instructor. Offered every year. 4 points.
Advanced study of issues of musical construction, production, and reception. Students compose an original piece of music, and pieces are performed in end-of-semester concert by professional New York musicians. Topics vary.

Topics in Musical Analysis
MUSIC-UA 307, 308 Prerequisite: four semesters of Harmony and Counterpoint or permission of the instructor. Hoffman, Karchin. 4 points per term.
Explores various compositional techniques, with an emphasis on modern-day writing procedures. Students write music regularly and receive suggestions from the instructor intended to foster the development of their individual compositional voices. Students also study specific musical scores corresponding to their areas of interest.
Special Courses

Proseminar in Musical Research
MUSIC-UA 200  Offered every spring. 4 points.
Required of all honors students in the department, this seminar discusses recent ideas and issues in all areas of musical research, musicology, ethnomusicology, and theory. All faculty members in the department present different topics, discussing both ideas and their application, so that by the end of the semester students are capable of undertaking the advanced research project required for an honors degree.

Special Topics Seminar
MUSIC-UA 901  Open to juniors and seniors or by permission of the department. Offered once a year. 4 points.
Upper-level seminar. Topics vary.

Internship
MUSIC-UA 981  Offered every semester. 2 or 4 points per term.
Music majors and minors are eligible to participate in an internship. 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. Open to music majors in the junior or senior years or to others with departmental permission. Offered every semester. 2 or 4 points per term.
Students complete a research project or composition and/or written work under the supervision of a faculty member. Please consult the department’s website for guidelines for independent-study proposals.

Performing Ensembles

Collegium Musicum
MUSIC-GA 1001, 1002  Permission of the instructor required. May be repeated with permission of the director of undergraduate studies. Offered every semester. Boorman, Panofsky. 2 points per term.
Early music performance group.

Ethnomusicology Ensemble
MUSIC-GA 1003, 1004  Permission of the instructor required. May be repeated with permission of the director of undergraduate studies. Offered every semester. 2 points per term.
World music performance ensemble. Origin of music varies by semester.

Graduate Courses Open to Undergraduates

Qualified undergraduates may register for graduate courses with the permission of the instructor and the director of undergraduate studies.
Neural science is a collection of disciplines unified by a concern for the function of the brain. Experimental approaches in neural science vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral and psychological studies of whole organisms. Theoretical tools include mathematical and computational modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms. The Center for Neural Science offers a B.S. degree in neural science.

**FACULTY**

| Anne and Joel Ehrenkranz Dean of the Faculty of Arts and Science; Professor of Neural Science | Natalie Clews Spencer Professor of the Sciences; Professor of Neural Science, Biology, and Psychology |
| Carew | Shapley |
| Silver Professor; Professor of Neural Science and Psychology | Collegiate Professor; Professor of Neural Science and Psychology |
| Movshon | Kiørpes |
| Henry and Lucy Moses Professor of Science and University Professor; Professor of Neural Science and Psychology | Professors |
| Ledoux | Alberini, Aoki, Fenton, Hawken, Heeger, Klann, Rinzel, Sanes, Semple, Simoncelli, Suzuki |

**Associate Professors**

| Glimcher, Reyes, Rubin |

**Assistant Professors**

| Carter, Daw, Pesaran |

**Global Distinguished Professor**

| Dudai |

**PROGRAM**

The Neural Science major requires fifteen courses, as follows:

- Introduction to Neural Science (NEURL-UA 100)
- Cellular and Molecular Neuroscience (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)
- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Three elective courses in neural science (could include NEURL-UA 305)
- One upper-level course in either psychology or biology is also required.

Students should see the director of undergraduate studies for approval of elective choices.

Prehealth students must take, in addition, General Physics I (PHYS-UA 11) and Organic Chemistry and Laboratory I, II (CHEM-UA 225, 226).

A grade of C or better in Introduction to Neural Science is required for entrance into the major; a grade of C or better must be achieved in all other courses required for the major.

**Honors Program**

To graduate with honors in neural science, students must achieve a GPA of 3.65 or better in courses required.
for the major and 3.65 in all other courses taken for credit. Students must complete at least one semester of the Honors Seminar (NEURL-UA 301) with a faculty member affiliated with the Center for Neural Science. Admittance to the laboratory courses associated with Cellular and Molecular Neuroscience (NEURL-UA 210) and Behavioral and Integrative Neuroscience (NEURL-UA 220) is assured and required only for students in the honors track.

Honors students are required to present a paper at the College’s annual Undergraduate Research Conference and to submit an honors thesis that is accepted for honors standing by the faculty sponsor and the director of undergraduate studies.

**COURSES**

**Introduction to Neural Science**
NEURL-UA 100  Identical to BIOL-UA 100.  
Prerequisites: Principles of Biology I, II (BIOL-UA 11, 12).  Recommended: Molecular and Cell Biology I (BIOL-UA 21).  Offered in the fall.  Glimcher. 4 points.

Introductory lecture course covering the fundamental principles of neuroscience.  Topics include principles of brain organization, structure and ultrastructure of neurons, neurophysiology and biophysics of excitable cells, synaptic transmission, neurotransmitter systems and neurochemistry, neuropharmacology, neuroendocrine relations, molecular biology of neurons, development and plasticity of the brain, aging and diseases of the nervous system, organization of sensory and motor systems, structure and function of the cerebral cortex, and modeling of neural systems.

**Cellular and Molecular Neuroscience**
NEURL-UA 210  Previously 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).  Laboratory section required for neural science majors in the honors track.  Offered in the fall.  Klann, Reyes. 4 points.

Course that provides students with broad exposure to current questions and experimental approaches in cellular neuroscience.  Lectures and laboratories are organized into three areas: cell structure and organization of the vertebrate central nervous system, mechanisms underlying neural signaling and plasticity, and control of cell form and its developmental determinants.  Laboratory instruction in anatomical, physiological, and biochemical methods for investigating the biology of nerve cells 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 synchronously; nonmajors and non-honors-track students may only register for the lab section with permission of the instructor.  A grade of B or better in Introduction to Neural Science (NEURL-UA 100) is required for entrance to the laboratory section.  Registration is controlled for all students and requires approved access by the director of undergraduate studies and departmental authorization for enrollment.

**Behavioral and Integrative Neuroscience**
NEURL-UA 220  Identical to BIOL-UA 220.  
Prerequisites: Principles of Biology I, II (BIOL-UA 11, 12) and Introduction to Neural Science (NEURL-UA 100); non-neural science majors may substitute Natural Science II: Brain and Behavior (MAP-UA 306) for the NEURL-UA 100 prerequisite, but require permission of the instructor.  Laboratory section required for neural science majors in the honors track.  Offered in the spring.  Pesaran, Rubin. 4 points.

Lecture course that focuses on how the brain uses both sensory and stored information to generate behavior.  Lectures and laboratories cover four main areas: sensory process, learning and memory, motivational and attentional mechanisms, and the motor system.  Laboratories employ a range of electrophysiological techniques, lesions and pharmacological manipulations, and various behavioral techniques to examine the integrative processes by which the brain governs behavior.  Note: Neural science majors in the honors track must register for both the lecture and the laboratory (4 and 2 points, respectively), but these need not be taken synchronously; nonmajors and non-honors-track students may only register for the lab section with permission of the instructor.  A grade of B or better in Introduction to Neural Science (NEURL-UA 100) is required for entrance to the laboratory section.  Registration is controlled for all students and requires approved access by the director of undergraduate studies and departmental authorization for enrollment.
Development and Dysfunction of the Nervous System

NEURL-UA 305  Prerequisites: Introduction to Neural Science (NEURL-UA 100) and Molecular and Cell Biology I (BIOL-UA 21). 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 our discussions of abnormal events during maturation. The lectures on normal development cover a broad range of topics, including differentiation, axon outgrowth, synapse formation, specificity of connections, and plasticity. The lectures on dysfunction include autism, dyslexia, mental retardation, specific language impairment, hearing loss, blindness, ADHD, demyelinating or neurodegenerative disorders, and axon regeneration. The major goals of the course are to understand the extent to which current theories can explain the etiology of each disorder and to learn how basic research can best facilitate advances in our knowledge and, ultimately, lead to treatments or cures.

Special Courses

Honors Seminar

NEURL-UA 301  Formerly Tutorial Research. Prerequisite: Cellular and Molecular Neuroscience (NEURL-UA 210), Behavioral and Integrative Neuroscience (NEURL-UA 220), or permission of the director of undergraduate studies. Offered in the spring. Semple. 4 points.

Provides supervised research activities in laboratories connected with the Center for Neural Science. Undergraduates are matched with a graduate student or faculty member working in an area of interest to the student. Students gain experience in many aspects of research and attend regular meetings to discuss recent advances in neuroscience and research-related issues.

Special Topics in Neural Science

NEURL-UA 302  Prerequisite: Cellular and Molecular Neuroscience (NEURL-UA 210), Behavioral and Integrative Neuroscience (NEURL-UA 220), or permission of the instructor. Offered in the fall and spring. 4 points.

Seminar providing in-depth treatment of an area of current interest in neuroscience. Lectures present background material and address current problems in the area. Students read and discuss review articles and current literature on the topic. Course content is determined on a semester-by-semester basis. Students may take up to three different sections of this course. Topics offered include cognitive neural science, signal process in neural networks, molecular mechanisms of memory, motor function, vision, and whether exercise can change the brain.

Independent Study

NEURL-UA 997, 998  Offered in the fall and spring. 2 to 4 points per term.

Independent study with a Center for Neural Science faculty member. Open to advanced neural science majors with permission of the director of undergraduate studies.
Philosophy poses general questions about reality, knowledge, reasoning, language, and conduct. The four main branches are metaphysics (What is the ultimate nature of reality? What really exists and what is mere appearance?), epistemology (What, if anything, can be known and how?), logic (What are the principles of correct reasoning?), and ethics (What is moral value? And what moral values should we adopt?). Other, more specific branches of philosophy address questions concerning the nature of art, law, medicine, politics, religion, and the sciences.

Everyone tends to have or assume answers to these questions. The aim of the department is to enable students to identify, clarify, and assess these answers, both ancient and modern. Philosophy prepares students for a more reflective life, for advanced studies in the subject, and for professions that emphasize analytic thinking and argumentation, such as law, business, and programming.

### Major

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, PHIL-UA 2, PHIL-UA 3, PHIL-UA 4, or PHIL-UA 5)
- 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 (electives) 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 also 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) 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 28)
- Two more courses, chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Phonological Analysis (LING-UA 12)
  - Grammatical Analysis (LING-UA 13)
- One course, chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Psycholinguistics (LING-UA 5)
  - Sound and Language (LING-UA 11)
  - Computational Principles of Sentence Construction (LING-UA 24)
  - 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 a choice of one of the following three courses (4 points):

- Minds and Machines (PHIL-UA 5)
- Philosophy of Language (PHIL-UA 85)
- Logic (PHIL-UA 70)

The psychology component consists of four courses (16 points):

- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Cognition (PSYCH-UA 29)
- One course chosen from:
  - The Psychology of Language (PSYCH-UA 56)
  - 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)
  - Neural Bases of Language (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.
DEPARTMENT OF PHILOSOPHY

For advisement, language and mind majors should consult with the directors of undergraduate studies of the contributing departments.

**Minor**

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 1-5), and one course from each of the department’s three groups of courses:

- 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) if he or she obtains the consent of a faculty member who approves the study project and agrees to serve as adviser. The student must also obtain the approval of either the department chair or the director of undergraduate studies. The student may take no more than one such course in any given semester and no more than two such courses in total, unless granted special permission by either the department chair or the director of undergraduate studies.

**Honors Program**

Honors in philosophy will be awarded to majors who (1) have an overall GPA of 3.65 and an average in philosophy courses of 3.65 and (2) successfully complete the honors program. This program consists of the following three courses. (Note: of these courses, only the first two may be counted toward the ten courses required for the major.)

The Junior Honors Proseminar (PHIL-UA 200) should be taken in the spring semester of junior year. This course will play the dual roles of introducing students to core readings in some of the main areas of current philosophy and of giving them an intensive training in writing philosophy. Admission to this course usually requires a GPA, both overall and in philosophy courses, of at least 3.65, as well as the permission of the director of undergraduate studies. The department will try to make alternative arrangements for students who wish to participate in the honors program but who will be studying abroad in this semester of their junior year.

Next, the Senior Honors Seminar (PHIL-UA 201) should be taken in the fall semester of senior year. Here, students begin to develop their thesis projects, meeting weekly as a group under the direction of a faculty member and presenting and discussing their thesis arguments. Students will also select, and begin to meet separately with, their individual thesis advisers—faculty who work in the areas of students’ thesis projects. Entry to this seminar depends on satisfactory completion of the Junior Honors Proseminar—or on the special approval of the director of undergraduate studies. It also usually requires a GPA of at least 3.65.

Finally, Senior Honors Research (PHIL-UA 202) should be taken in the spring semester of senior year. The seminar no longer meets, but each student continues to meet separately with his or her individual thesis adviser, producing and discussing a series of rough drafts of the thesis. The final version must be submitted by a deadline to be determined, in April. It must be approved by the thesis adviser, as well as by a second faculty reader, for honors to be awarded. The student must also finish with a GPA of at least 3.65 both overall and in the major—and here no exceptions will be made. In addition, the thesis advisers will meet after the decisions by the readers have been made and award some students highest or high honors, based on thesis quality and other factors (including GPA in philosophy courses).

**Course Prerequisites**

The department treats its course prerequisites seriously. Students not satisfying a course’s prerequisites must seek the permission of the instructor to register.
COURSES

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.

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.
What is the source of the authority of law? How is its authority related to that of morality and the state? This course 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, Hegel, Nietzsche, Spinoza, 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. This course provides an introduction to the basic concepts, methods, and results of modal logic, with an emphasis on its application to such other fields as philosophy, linguistics, and computer science.

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? Readings are drawn from both philosophy and cognitive science—the latter mostly in cognitive and developmental psychology, with linguistics, anthropology, and neuroscience making up the balance.

Philosophy of Religion
PHIL-UA 96  Prerequisite: one introductory course. Offered every other year. 4 points.
Analysis of central problems in the philosophy of religion. Among the topics discussed are the nature of religion, the concept of God, the grounds of belief in God, the immortality of the soul, faith, 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 students to core readings in some main areas of current philosophy and provides intensive training in writing philosophy papers. See the description of the honors program in the “Program of Study” section.

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 begin developing their thesis projects by presentations in the seminar, which is led by a faculty member. Students also begin to meet individually with a separate faculty advisor. See the description of the honors program in the “Program of Study” section.

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 a faculty advisor and produce successive drafts of the honors thesis. See the description of the honors program in the “Program of Study” section.

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.
See the description of independent study in the “Program of Study” section.
Physics is the most basic of the natural sciences. It is concerned with understanding the world on all scales of length, time, and energy. The methods of physics are diverse, but they share a common objective to develop and refine fundamental models that quantitatively explain observations and the results of experiments. The discoveries of physics rank among the most important achievements of human inquiry and have had an enormous impact on human culture and civilization. Members of the department carry out research in the fields of astrophysics, biophysics, cosmology, elementary particle physics, gravitation, hard and soft condensed matter physics, and statistical physics. Experimental work is carried out in state-of-the-art laboratories in the department and at national and international facilities such as the Large Hadron Collider at CERN and large astronomical observatories.

The educational programs of the department are aimed at providing a range of courses to meet the needs of different student groups. For undergraduate physics majors, there is a rigorous core program, exposure to current frontiers, and opportunities for research. For science majors outside of physics, there are technical courses that emphasize the fundamental physical laws that underpin other sciences; and for nonscience majors, non-technical courses introduce some of the most important concepts of physics and their impact on the contemporary world.
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.

Nonmajors
For non-science majors, there are nontechnical courses that introduce some of the concepts and events that are most important to understanding physics and its impact. For science majors outside of physics, there are technical courses that provide a breadth of ideas about the fundamental laws that underpin the other sciences. The department provides courses designed to meet the preprofessional goals of pre-health students and students in engineering disciplines.

Minors
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.

Programs for Majors in Physics

Bachelor of Arts (B.A.) Program
The major in physics consists of the following courses:

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)
- Physics II (PHYS-UA 93) and Introductory Experimental Physics II (PHYS-UA 72)

Year 2:
- Calculus III (MATH-UA 123)
- Physics III (PHYS-UA 95) and Intermediate Experimental Physics I (PHYS-UA 73)
- Classical and Quantum Waves (PHYS-UA 105) and Intermediate Experimental Physics II (PHYS-UA 74)
- 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

Mathematics: The calculus requirement is satisfied by taking either the Calculus I, II, III sequence (MATH-UA 121-123) or the sequence Honors Calculus I, II: Accelerated Calculus with Linear Algebra I, II (MATH-UA 221, 222). Potential physics majors should begin their calculus sequence in the fall semester of their freshman year. Variations may be constructed with the approval of the director of undergraduate studies. In addition, students are advised to take advanced mathematics courses—such as Linear Algebra (MATH-UA 140)—as they proceed in the major.

Double major including physics: The major offers flexibility to complete the requirements for a second major in the College. Students may wish to combine a major in physics with a major in a field such as mathematics, computer science, chemistry, economics, or biology. Students should consult the director of undergraduate studies in their freshman year to outline a program that is best tailored to their needs.

Bachelor of Science (B.S.) Program
The B.S. degree provides breadth in the sciences in addition to the physics major. The B.S. degree in physics will be granted to students completing the following:
- The required courses for the B.A. major (see above), including one advanced physics elective
- Computational Physics (PHYS-UA 210)
DEPARTMENT OF PHYSICS

- 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)

Minors

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:

- 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, plus the three following courses (or two of the following and one of the courses listed under the minor in physics):

- Origins of Astronomy (PHYS-UA 8)
- Observational Astronomy (PHYS-UA 13)
- 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. They must also complete the equivalent of a semester of experimental or theoretical research. Students who wish to fulfill this requirement should discuss possible options, such as independent study courses, with the director of undergraduate studies. A research paper based on this work must be prepared and orally presented. For additional general requirements for a degree with honors, please see the Honors and Awards section of this bulletin.

COURSES

The following courses are lectures unless otherwise indicated.

The Universe: Its Nature and History
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) or equivalent, or permission of the instructor.
Lecture, laboratory, and recitation. Not open to students who have completed Physics I (PHYS-UA 91) with a grade of C- or better. Offered in the fall. 5 points.
Begins a two-semester introduction to physics intended primarily for preprofessional students and for those majoring in a science other than physics, although well-prepared students may wish to take the Physics I, II, III sequence for majors (with corequisite laboratories), below. Topics include kinematics and dynamics of particles; momentum, work, and energy; gravitation; circular, angular, and harmonic motion; mechanical and thermal properties of solids, liquids, and gases.

General Physics II
PHYS-UA 12  Prerequisite: General Physics I (PHYS-UA 11) with a grade of C- or better or permission of the department. Lecture, laboratory, and recitation. Offered in the spring. 5 points.
Continuation of General Physics I (PHYS-UA 11). 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 non-science majors and minors; no prerequisite for science majors and minors or those who have satisfied the MAP Natural Science I 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.

20th-Century Concepts of Space, Time, and Matter
PHYS-UA 20  Assumnes high school-level geometry and intermediate algebra background. Not open to students who have completed Natural Science I: Einstein's Universe (MAP-UA 204). Offered every year. 4 points.
The 20th century has been witness to two major revolutions in man's concepts of space, time, and matter. Einstein's special and general theories of relativity: implications of the special theory, for our understanding of the unity of space and time, and the general theory, for our understanding of the nature of gravity. Quantum mechanics: a new picture of the basic structure and interactions of atoms, molecules, and nuclei. Topics include the uncertainty principle, wave-particle duality, and the continuing search for the fundamental constituents of matter.

Introductory Experimental Physics I
PHYS-UA 71  Typically taken with Physics I (PHYS-UA 91). Offered in the fall. 2 points.
The first of two introductory-level laboratory courses. 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). 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). Typically taken with Physics III (PHYS-UA 95). Offered in the fall. 2 points.
The first of two intermediate-level laboratory courses. 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). 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) or Honors Calculus I: Accelerated Calculus with Linear Algebra I (MATH-UA 221). Physics majors must also register for Introductory Experimental Physics I (PHYS-UA 71). Lecture and recitation. 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) or Honors Calculus II: Accelerated Calculus with Linear Algebra II (MATH-UA 222). Physics majors must also register for Introductory Experimental Physics II (PHYS-UA 72). Lecture and recitation. 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) or Honors Calculus II: Accelerated Calculus with Linear Algebra II (MATH-UA 222). Physics majors must also register for Intermediate Experimental Physics I (PHYS-UA 73). Lecture and recitation. 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 either Calculus III (MATH-UA 123) or Honors Calculus II: Accelerated Calculus with Linear Algebra II (MATH-UA 222). Physics majors must also register for Intermediate Experimental Physics II (PHYS-UA 74). Lecture and recitation. 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). Lecture and recitation. 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, for students from any science discipline. 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.
Intermediate-level course on the principles and applications of dynamics. Emphasis on the formulation of problems and their numerical solution. Topics include conservation laws, central force motion, Lagrange's and Hamilton's equations, normal modes and small oscillations, and accelerated reference frames.

Quantum Mechanics I
PHYS-UA 123  Prerequisite: Classical and Quantum Waves (PHYS-UA 105). Offered every year. 3 points.
Introduction to the experimental basis and formal mathematical structure of quantum mechanics. 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 emphasis on 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 to condensed matter physics for students with knowledge of elementary quantum mechanics. Topics include crystal structure, lattice vibrations, and the energy band theory of metals and semiconductors; the electronic, magnetic, and optical properties of solids; and some modern research topics, such as the physics of nano-structures, 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.
Particle physics is the study of the very fundamental constituents of matter and of the forces between them. By its nature it is microscopic, but it also connects with astrophysics and cosmology on the largest scales. This course introduces the most important advances in elementary particle physics. It centers on journal articles in which these advances were first published, with overview lectures, original reading, discussion, and student presentations. Topics include the discovery of elementary particles in cosmic rays, antimatter, symmetries found in nature, and the invention of the Quark model of elementary particles and its experimental verification.

**Thermal and Statistical Physics**
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.
Using basic physical concepts such as energy, entropy, and force, explores biology from a different perspective. Presents a survey of basic biological processes at all levels of organization (molecular, cellular,
organismal, and population) in the light of simple ideas from physics. To illustrate this approach, examines a few contemporary research topics, including self-assembly, molecular motors, low Reynolds fluid dynamics, optical imaging, and single-molecule manipulation. Attempts to construct links between fundamental concepts of biology and physics and to expose enormous open questions in the life sciences from the point of view of a physicist. Geared toward students with a background in mathematics and the physical sciences.

**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.

**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.
Introduction to computational physics, with an emphasis on 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. Detailed course descriptions are made available when topics are announced.

**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.
The Department of Politics offers courses in the fields of analytical politics, political theory, American politics, comparative politics, and international politics. It offers several courses of particular interest to prelaw students, such as The American Constitution, International Law, Law and Society, and Politics of Administrative Law. In addition, the faculty has expertise in the politics of a wide range of countries and regularly offers courses on Latin America, Western Europe, Africa, Russia, India, the Middle East, and China.

The department’s honors program provides an opportunity for outstanding students to undertake specialized advanced work and independent research during their senior year.

Graduates of the Department of Politics have gone on to accept positions with governments, international finance groups, multinational corporations, law firms, nongovernmental organizations (NGOs), and other institutions. Graduates have also attended law school and graduate programs in international affairs, campaign management, public policy, and political science at highly competitive universities.
The following internship and reading and research courses do not count toward the major in politics: Internships in Politics and Government I, II (POL-UA 970, 971) and Readings and Research (POL-UA 990). The department also administers the major in international relations. For a description of this major, see the section on international relations in this Bulletin.

**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 major. The deadline for applying to the honors program is March 1 in the spring of the junior year. To be eligible for application to the honors program, students must have completed, or be currently enrolled in, Quantitative Methods in Political Science (POL-UA 800) and at least one undergraduate field seminar, honors seminar, or 1000- or 2000-level graduate (POL-GA) course.

Once admitted to the honors program, students register for Senior Honors I (POL-UA 950), to be taken in the fall of their senior year. In this course, honors students prepare a research proposal for their thesis, which they write in the spring of their senior year while taking Senior Honors II (POL-UA 951). The thesis must be approved by both the instructor teaching Senior Honors II and the second reader of the thesis, including approval of an oral defense. Successful completion of all honors requirements permits students to graduate with honors in politics. Detailed information about the program may be obtained from the department.

**Minor**
The minor requires five 4-point courses (20 points) in the department, chosen in consultation with politics departmental advisers and completed with a grade of C or better. A minor program may reflect a special emphasis in one of the department’s four fields or subfields. No special emphasis on a particular subfield is required for the minor, however, 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.

**Prelaw**
Although law schools do not require any particular major or course of study, political science is an especially useful field for students planning legal study and a career in law. For this reason, it is not surprising that, over the years, more law students have majored in this field than in any other. The Association of American Law Schools has suggested that among the areas of importance in prelegal education are the study of the political organization of societies, the democratic processes of Western societies, the freedom of individuals, and the art of peaceful, orderly adaptation to change. The association also suggests that students develop the power to think both creatively and analytically. We recommend that students interested in a prelaw course of study choose courses in consultation with the College of Arts and Science prelaw adviser in Silver Center, Room 901; 212-998-8160.

**COURSES**

**Undergraduate Field Seminars**
Undergraduate field seminars are offered in each of the fields below each year, with topics chosen by the instructor. They are advanced seminars for juniors and seniors who are politics majors. To take any undergraduate field seminar, students must first have completed four courses in politics, one of which must be the core in that subfield. They must also have a 3.0 cumulative GPA or the permission of the instructor. Enrollment is limited.

**Analytical Politics**

**Quantitative Methods in Political Science**
POL-UA 800  Offered every semester. 4 points.
Introduces students to the use of quantitative methods in the study of politics. Begins with a brief review of the basic elements of scientific thinking and their application to the social sciences. Next, students are introduced to probability theory and statistics with a view to testing hypotheses about politics. Students learn to use statistical software to organize and analyze data.
Political Engineering: The Design of Institutions
POL-UA 810  Offered every year. 4 points.
Institutions are the rules by which societies govern themselves. The tools of economic theory, game theory, and social choice theory are applied to the rational choice analysis of political institutions, whose consequences for society are derived from assumptions about what individuals seek to maximize.

Introduction to Political Psychology
POL-UA 812  Offered every year. 4 points.
Offers a broad overview of political psychology, a field that uses experimental methods and theoretical ideas from psychology as tools to help understand political processes. It introduces important concepts from psychology, offering new ways of thinking about subjects as varied as personality, the dynamics of social groups, and the ways in which emotion affects decision making, and then applies these concepts to various topics within political science, including the media and political advertising, race relations, the legitimacy of government institutions, and the formation of opinions and ideologies.
In addition, by describing political psychology experimentation in detail, the course teaches about how the scientific method can be applied to the study of politics.

Introduction to Game Theory in Political Science
POL-UA 840  Offered every year. 4 points.
Game theory is a mathematical tool used to study strategic interactions. Whenever the choices made by two or more distinct decision makers have an effect on the others’ outcomes, the interaction between them is game-theoretic in nature. As suggested by its recent emergence into popular culture, game theory has been applied widely, in attempts to address phenomena in a variety of academic disciplines, including political science, economics, and biology. Because much of politics is about allocation of scarce goods, such as power and wealth, and the competition for these goods, much of politics would seem to be a natural fit for the language of game theory.

Doing Political Economy: Approaches to Public Policy
POL-UA 842  Offered every semester. 4 points.
Political economy is a field of inquiry that has made great strides in recent years in explaining political and economic behavior by characterizing the incentives of actors and the context in which these actors make decisions and influence outcomes. The purpose of this course is to introduce students to these theoretical approaches and show how they can be used to address contemporary policy questions.

Games, Strategy, and Politics
POL-UA 844  Offered every year. 4 points.
Theories of political strategy with emphasis on the theory of games. Uses of strategy in defense and deterrence policies of nations, guerrilla warfare of revolutionaries and terrorists, bargaining and negotiation processes, coalitions and the enforcement of collective action, and voting in committees and elections. Secrecy and deception as political strategies and the uses of power, with some applications outside political science.

Social Choice and Politics
POL-UA 845  Offered every other year. 4 points.
Introduces students to social choice theory applied to political science. It focuses on (1) individual choice, (2) group choice, (3) collective action, and (4) institutions. It looks at models of individuals’ voting behavior, the incentive structures of interest groups, and the role of institutions. The emphasis is analytical, though students are not expected to have a background in formal mathematics.

Experimental Methods in Political Science
POL-UA 846  Prerequisites: Quantitative Methods in Political Science (POL-UA 800) or equivalent. Offered every other year. 4 points.
Designed to provide an introduction to experimental methods in political science. Emphasizes several different styles of laboratory experiments, but field experiments (and briefly, survey experiments) are also discussed.

Undergraduate Field Seminar: Analytical Politics
POL-UA 895  Prerequisites: cumulative GPA of 3.0 and four previous courses in politics or permission of the instructor. Offered every year. 4 points.
Advanced seminar for juniors and seniors in analytical politics. The specific topic of the seminar is announced each year.

Political Theory
Political Theory (Core course)
POL-UA 100  Offered every semester. 4 points.
Introduces students to some outstanding theories of politics. The theories treated offer alternative conceptions of political life, and they are examined from both theoretical and historical perspectives. Among the theorists included are Plato, Aristotle, Locke, Machiavelli, Hobbes, Rousseau, Mill, and Marx.
Topics in Premodern Political Philosophy  
POL-UA 110  Formerly Political Thought from Plato to Machiavelli. Identical to MEDI-UA 110. Offered every other year. 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. 
Examines the development of political thought from Machiavelli to Nietzsche through a careful study of primary works. Authors include Hobbes, Locke, Rousseau, Hegel, Marx, and Nietzsche.  

Ethics, Politics, and Public Policy  
POL-UA 130  Offered once a year. 4 points. 
Students systematically evaluate ethically controversial public policy issues using concepts of normative political theory. In the first half of the course, we consider the means by which policy is implemented: Under what conditions, if any, might we permit political actors to do bad in order to do good? In the second half, we consider the ends of public policy: What is it that we want the state to accomplish, and at what cost? Substantive policy topics vary from semester to semester.  

Theories of Justice  
POL-UA 138  Prerequisite: Political Theory (POL-UA 100). Offered every year. 4 points. 
Aims to help students think more rigorously about questions of justice by examining the strengths and weaknesses of competing contemporary theories of justice. We survey a range of influential approaches to understanding justice, including those advocated by libertarians, utilitarians, egalitarians, feminists, communitarians, and Marxists. This course should help students to (1) recognize that political convictions rest on underlying moral assumptions; (2) learn how to interrogate, challenge, and defend these assumptions; and (3) gain some appreciation of how these issues have been addressed by major figures in contemporary political theory.  

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 and, in some cases, alter the world in which we live.  

Nationalism and Ethnic Conflict  
POL-UA 150  Prerequisite: Political Theory (POL-UA 100). Offered every year. 4 points. 
Seeks to explain the varied forms of nationalism and extremism. To that end, we bring various psychological, economic, anthropological, and sociological theories to bear on the origins and development of nationalist movements. We attempt to understand the historical phases of nationalist development, from the early cases of Great Britain and the United States, through the later cases of Europe and Latin America, the anticolonial cases of Africa and much of Asia, and, finally, the often religiously-based movements of the present era. We also read some of the normative literature that has tried to justify nationalism, both in the abstract and in particular cases.  

Democracy and Dictatorship  
POL-UA 160  Offered every other year. 4 points. 
Democracy and dictatorships have traditionally been analyzed in terms of their apparently different institutional characteristics and legal foundations. Examines these traditional interpretations but leans heavily toward ideological and contextual factors. Challenges traditional distinctions between democracy and dictatorship.  

American Political Thought  
POL-UA 170  Prerequisite: Political Theory (POL-UA 100). Offered every year. 4 points. 
Study of American political ideas and debate from colonial times to the present. Topics include Puritanism, revolution and independence, the framing of the Constitution, Hamiltonian nationalism, Jeffersonian republicanism, Jacksonian democracy, pro-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 war protest. Readings and discussion are based on original and interpretative sources.  

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. The specific topic of the seminar is announced each year.
American Government and Politics

Power and Politics in America (Core course)
POL-UA 300  Offered every semester. 4 points.
A survey of national political institutions and behavior in the United States, which introduces students to a variety of analytical concepts and approaches useful for the study of domestic politics. Concepts typically covered include 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.
Introduction to public policymaking in American federal government. The issues politicians address at election time often have little to do with what they actually do in office. The course examines the way the agenda is set and issues are processed in Washington. Covers Congress, the bureaucracy, program implementation, policy analysis, and budgeting. Students do a special project on an important current issue. In recent years, these issues have included Social Security reform, Medicare, and illegal immigration.

The Presidency
POL-UA 310  Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.
Study of the American presidency, its origins, and roles, including those of commander-in-chief; director of foreign policy; leader in legislation, administration, and party affairs; manager of the economy; and dispenser of social justice. The president is also viewed as a decision maker and compared with the heads of other governments. Readings include the works of presidents and their associates, analytical commentaries by observers of the presidency, and biographies.

The Biology of Politics
POL-UA 311  Offered every year. 4 points.
Why do we participate in politics? Who tends to participate? When are we most likely to participate? Political scientists have traditionally focused on factors such as demography, socioeconomic status, motivation, electoral institutions, and social norms to answer these questions. Recently, however, scholars have begun to explore the possibility that 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 in the fall. 4 points.
Uses logic and evidence to analyze issues of public policy. Applies sabermetrics (logic and evidence applied to baseball, as seen in the film Moneyball) to such vastly more important topics as improving schools, 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 every other year. 4 points.
Origin, structure, functions, and dynamics of legislatures in the United States. Although some attention is given to state legislatures and municipal lawmaking bodies, the major emphasis is on the Congress. Readings include a textbook, official sources such as the Congressional Record and Congressional District Data Book, and new behavioral studies and commentaries.

The American Constitution
POL-UA 330  Offered every semester. 4 points.
Interpretation of the U.S. Constitution through the reading of Supreme Court opinions. Distribution of constitutional power among Congress, the president, and the federal courts; between the national government and the states; and among the states. Constitutional law and American political and economic development. Cases are read and discussed closely for their legal and philosophical content.

Civil Liberties
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 through the reading of Supreme Court opinions. Topics include freedom of speech and press; free exercise of religion and separation of church and state; the right of privacy; rights of the criminally accused; equal protection of the law against race, gender, and other discrimination; and the rights of franchise and citizenship. Cases are read and discussed closely for their legal and philosophical content.

The United States Supreme Court
POL-UA 333  Prerequisite: The American Constitution (POL-UA 330) or Civil Liberties (POL-UA 332). Offered every other year. 4 points.
Institutional examination of the third branch of
government as chief interpreter of the Constitution and reviewer of the work of government. Considers the structure, procedures, personnel, and informal organization of the court, along with the appointment process. Gives some attention to the impact of the court’s decisions and to public opinion about the court. Emphasis on the court’s political role in a democratic polity.

**American Law and Legal System**  
**POL-UA 334**  
Offered every other year. 4 points.  
Introduction to law and the legal system through the reading of actual cases. Topics include the adjudication of conflict, the structure and functions of trial and appellate courts, civil and criminal procedure, judicial remedies, judicial decision making, and the limits of judicial relief. Uses tort, contract, property, divorce, and other law for illustration.

**Law and Society**  
**POL-UA 335**  
Identical to LWSOC-UA 1, SCA-UA 722. Offered every other year. 4 points.  
Critically examines the relationship between law and political and social movements such as the civil rights movement, the women’s movement, and the labor and environmental movements. Emphasis on law as a political process, legal remedies for racial and gender discrimination, and class-action torts. Deals with the politics of rights and the limits and possibilities of law as a process for social change.

**Gender in Law**  
**POL-UA 336**  
Identical to SCA-UA 723. Offered every other year. 4 points.  
Examines the relationship between gender politics, legal theory, and social policy. Studies the role that the legal arena and certain historical conditions have played in creating, revising, and protecting particular gender identities and not others and examines the political effects of those legal constructions. Analyzes the major debates in feminist legal theory, including theories of equality, the problem of essentialism, and the relevance of standpoint epistemology. In addition to examining how the law understands sex discrimination in the workplace and the feminization of the legal profession, the course also addresses to what extent understandings of gender affect how law regulates the physical body by looking at the regulation of reproduction and of consensual sexual activity. In light of all of the above, the course considers to what extent law is or is not an effective political resource in reforming notions of gender in law and society.

**Political Parties**  
**POL-UA 340**  
Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.  
Background, structure, operation, and definition of the party system. Development of the two-party system in the United States from its origins to the present. Formal organization of parties on the national and state levels and control of the parties within the state. Party politics in the South, political machines, ethnic politics, nominations for public office, and pressure groups on the party system. The national election from first stirrings of potential candidates through the general election.

**American Public Opinion**  
**POL-UA 342**  
Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.  
Covers two areas of great importance to American democratic society. One area deals with the attempts made to define, identify, survey, analyze, and evaluate the influence of what is referred to as public opinion. The other concerns how citizens unite in interest groups to influence or pressure government. Role and methods of interest groups in American society and their relationship to political parties, elected and appointed officeholders, and the democratic process. A study of who governs in the United States.

**The Election Process**  
**POL-UA 344**  
Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.  
Provides an understanding of election processes in the United States through different theoretical approaches to the study of campaigns and elections and the testing of empirical hypotheses. Analyzes campaign strategies of political candidates, the use of polls and media in campaigns, and the effects of issues and personalities on election outcomes. Evaluates the role of presidential primaries and elections in the functioning of a democracy.

**Bureaucracy and Public Policy**  
**POL-UA 350**  
Prerequisite: Power and Politics in America (POL-UA 300). Offered every year. 4 points.  
Bureaucracies are inescapably embedded in the American political environment, and political conflicts within administrative agencies are ubiquitous. We examine the major questions political scientists ask about public bureaucracies: How have they...
evolved to their current form? Why do bureaucrats engage in behavior that many of us consider pathological or arbitrary? How can unelected government officials be made more accountable to their elected counterparts and to citizens? In addressing these questions and others, we draw on cases of government in action in a number of different public policy areas.

**The Politics of Administrative Law**  
POL-UA 354  Offered every other year. 4 points.  
Examines legal, political, and economic issues in government regulation. Covers such classic debates and issues as the historical origins of regulation, the legal philosophy of administrative regulation, the relationship between courts and agencies, the political and social conflicts surrounding regulatory politics, and the role of law in state formation.

**Urban Government and Politics**  
POL-UA 360  Identical to SCA-UA 753. Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.  
Study of politics and politicians in the contemporary American city. 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 the impulse toward reform and the effects of reform efforts on the distribution of power in the community. Conceptions of effective leadership in urban politics and the role of the police, the press, and “good government” groups in local political life.

**Minority Representation in American Politics**  
POL-UA 380  Prerequisite: Power and Politics in America (POL-UA 300). Offered every year. 4 points.  
Explores whether and how racial and ethnic minorities are able to organize effectively and press their demands through the American political system. Specifically, focuses on the political behavior of minority citizens, the relative strength and effect of these groups at the polls and in political office, the theory and practice of group formation as it applies to minority groups, the responsiveness of elected officials, and the legal and constitutional obstacles and instruments that provide context and shape these phenomena.

**The Politics of Poverty and Welfare**  
POL-UA 382  Prerequisite: Power and Politics in America (POL-UA 300). Offered in the spring. 4 points.  
Poverty and welfare problems in the United States and the controversies aroused by them. Concentrates on the causes of poverty and dependency among the working-age poor, the history of programs and policies meant to help them, and the enormous impact these issues have had on national politics.

**Political Economy: The United States in Comparative Perspective**  
POL-UA 385  Prerequisite: Power and Politics in America (POL-UA 300) or Comparative Politics (POL-UA 500). Offered every other year. 4 points.  
Examines various aspects of the role of the American government in the economy. In addition to that of the United States, the political economies of several other advanced industrial nations are examined, including those of Britain, France, Germany, Sweden, and Japan. Explores the institutional structure of political economy, 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 in the spring. 4 points.  
Advanced seminar for juniors and seniors in American politics. The specific topic of the seminar is announced each year.

**Honors Seminar: Politics and Finance**  
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 every year. 4 points.  
Examines how legislation and regulation influence the structure of financial markets and how players in these markets intervene in the political process to create or modify legislative and regulatory outcomes. Particular emphasis is placed on the United States. International comparisons are also present. The course assumes that students have had exposure to microeconomics and finance but not to political theory. A brief introduction to political theory is provided. The approach is similar to that used in microeconomics, except that transactions are made through voting institutions rather than through economic exchange.

**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 every year. 4 points.
When we look at the protection of civil rights and liberties in the United States, we typically restrict our attention to prominent cases decided by the Supreme Court. We do so on the theory that rights and liberties are generally abused by legislative majorities, and protected by independent courts. But many important rights and liberties in the U.S. have been protected by legislative majorities, not by the federal courts. The federal courts have in fact blocked many efforts by legislatures to protect rights and liberties. Using a variety of materials, this seminar reexamines the premise that rights are best protected by independent courts. We look at the record of rights protections both in the United States and more globally. We read court cases, historical accounts, works of political theory, and statistical analyses. We also collect our own data and conduct analyses of that data.

U.S. Foreign Policy
POL-UA 710 Offered every year. 4 points.
See “International Politics,” below.

National Security
POL-UA 712 Offered every year. 4 points.
See “International Politics,” below.

Comparative Politics

Comparative Politics (Core course)
POL-UA 500 Offered every semester. 4 points.
Major concepts, approaches, problems, and literature in the field of comparative politics. Methodology of comparative politics, the classical theories, and the more recent behavioral revolution. Reviews personality, social structure, socialization, political culture, and political parties. Major approaches such as group theory, structural-functionalism, systems analysis, and communications theory and evaluation of the relevance of political ideology; national character; elite and class analysis; and problems of conflict, violence, and internal war.

Elections and Voting
POL-UA 505 Prerequisite: Power and Politics in America (POL-UA 300) or Comparative Politics (POL-UA 500). Offered every year. 4 points.
Examines how and why elections differ so much across democracies. Is it because voters are different in these countries? Or is it because the electoral laws differ across countries? The U.S. elections are used as the frame of reference for examining the effect of institutions and voting behavior. Other countries are discussed to illustrate how cross-national differences in voting behavior and institutions can affect the electoral processes. This comparative perspective provides a better way to understand the U.S. electoral process.

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. Attempts to introduce the basic concepts of comparative political analysis in developing cross-cultural theory.

Immigration and Politics in Western Europe
POL-UA 511 Prerequisite: Comparative Politics (POL-UA 500). Offered every year. 4 points.
Explores immigration and patterns of immigrant incorporation in Western Europe in comparative perspective. Since the early 1960s, immigration has transformed European countries into multiracial and multiethnic societies. We first explore how public policy contributed to this transformation; how it was structured by different concepts, traditions, and laws on citizenship; and how it was related to transformation of the party system and the emergence of the extreme right and “identity politics” in Western Europe. We then analyze the impact of this transformation on attempts by European states first to maintain control of their frontiers, and then to incorporate immigrants into the national community. Finally, we explore the emerging movement within the European Union to develop harmonized policies for asylum seekers and immigration at a time of growing pressures for increased immigration in Western Europe.

East European Government and Politics
POL-UA 522 Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Introduction to the politics of Eastern and Central European countries. Considers political, social, and economic developments in these countries during the post-Versailles period. Subjects include the Communist takeover at the end of World War II, uprising during the de-Stalinization era, and the collapse of Communism at the end of the 1980s. Also deals with contemporary issues, including the process of democratization.
Politics of Latin America
POL-UA 530 Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Analysis of how political power relates to social structure, economic change, and international pressures in Latin America. Presents case studies of three to five Latin American nations at distinct levels of social modernization. These comparative cases illustrate trends including the struggle for democracy, military interference in politics, and party competition. Covers political conditions in Caribbean nations.

The Politics of the Caribbean Nations
POL-UA 532 Identical to SCA-UA 802. Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Analysis of the political culture and institutions of Cuba, the Dominican Republic, Puerto Rico, Haiti, Jamaica, and Trinidad and Tobago. Concentration on the study of specific countries is possible and requires a research paper in addition to other requirements. Attention to the communities of Caribbean nationals in the United States to the extent that the study of these communities is relevant to internal political processes.

Politics of the Near and Middle East
POL-UA 540 Identical to MEIS-UA 750. Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Historical-political background of the Middle East and its contemporary social and political problems, including the impact of the West; religious and liberal reactions; conflict of nationalisms (Arab, Iranian, Turkish, and Zionist); and revolutionary socialism. Specific social, political, and economic problems—using a few selected countries for comparison and analysis—including the role of the military, the intelligentsia, the religious classes, the legitimization of power, urban-rural cleavages, bureaucracy, and political parties.

Politics and Society in Iran
POL-UA 545 Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Examines the relationship between the state and society in modern Iran by focusing on the social bases of politics. Recurrence of certain historical and cultural themes and their political implications from the Constitutional Revolution (1906-1909) to the current period. Topics include the rise and demise of the Pahlavi dynasty; the interaction of the Pahlavis with nationalist and religious forces; the Mosaddeq era; the politics of oil nationalization; the Shah’s White Revolution and politics, culture, and economics in the 1960s and 1970s; the process leading to the revolution of 1978-1979 and the establishment of the Islamic Republic; the hostage crisis; export of the revolution and the Iran-Iraq War; and Iran’s current regional and international role in the Middle East and Central Asia.

East Asian Politics: China and Japan
POL-UA 560 Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Introduction to the workings of the political systems of China and Japan. Examines the impact of tradition, demands of modernization, ideology, role of the elite, and social dynamics, as well as political institutions and processes. Compares the Chinese and the Japanese “models” of development with a view to evaluating their relevance to other areas.

Comparative Politics of South Asia
POL-UA 562 Prerequisite: Comparative Politics (POL-UA 500). Offered every year. 4 points.
Introduces the comparative politics of South Asia. Analyzes the politics of South Asian countries, including India, Pakistan, Bangladesh, Sri Lanka, and Nepal, individually and in a comparative framework. Readings are chosen from across disciplines, including political science, anthropology, economics, and history. Also uses novels and films on South Asia to illustrate themes highlighted in the readings.

Political and Economic Development in Comparative Perspective
POL-UA 570 Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Introduction to the political processes of change and development. Survey of classical and contemporary theories of political and economic development, ranging from neoclassical to structural to recent endogenous growth theories. Focuses on institutions and governance as conditions for growth and development. Examines the relationship between political and economic change in selected countries, as well as global patterns.

The Political Economy of Institutions
POL-UA 575 Prerequisite: Comparative Politics (POL-UA 500). Offered once a year. 4 points.
Examines the relationship between economic incentives and the creation and maintenance of political and economic institutions. Topics include, but are not limited to, the creation and assignment
of property rights, the rule of law, and the creation of markets. Focuses on theories that advance an economic rationale for institutions and relies on the methodologies of game theory and rational choice, of which no prior knowledge is assumed.

**Collective Action: Social Movements and Revolutions**
POL-UA 580  Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Analyzes patterns of collective action by socially subordinate groups. Survey of theoretical approaches to social movements and revolutions. Focuses on the evolution of forms of collective action and the conditions for the emergence of revolutionary social movements from social protest. Closely examines several case studies, such as the civil rights movement in the United States, revolutionary social movements in Central America and southern Africa, and the French and Chinese revolutions.

**Contemporary African Politics**
POL-UA 584  Prerequisite: Comparative Politics (POL-UA 500). Offered every year. Scacco. 4 points.
Offers an introduction to contemporary African politics. Our goal is to introduce students to the most pressing problems African countries have faced since independence. Questions motivating the course include: (1) Why are state institutions weaker in Africa than in other developing regions? (2) What explains Africa’s slow economic growth? (3) What can be done to improve political accountability on the continent? (4) Why have some African countries been plagued by high levels of political violence while others have not? (5) Can or should the West attempt to “save” Africa? As we address the core themes of the course, we draw on a wide range of academic disciplines, including political science, history, economics, and anthropology.

**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.
Advanced seminar for juniors and seniors in comparative politics. The specific topic of this seminar is announced each year.

**International Politics**
**International Politics (Core course)**
POL-UA 700  Offered every semester. 4 points.
Analysis of state behavior and international political relations; how things happen in the international state system and why. Emphasizes the issue of war and how and in what circumstances states engage in violence. Topics include different historical and possible future systems of international relations, imperialism, the Cold War, game theory and deterrence, national interests, and world organization.

**U.S. Foreign Policy**
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 in the making and executing of U.S. foreign policy.

**The Politics of Human Rights**
POL-UA 711  Prerequisite: International Politics (POL-UA 700). Offered in the fall. 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 the strategic approaches that are currently being employed to improve human rights in different settings.

**National Security**
POL-UA 712  Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.
Starting with the traditional arena of national security and U.S. military policy, students analyze how national security decisions are made in this country, as well as the past and current military strategies used to carry out those decisions. From there, students examine the particular national security concerns and policies of Russia, China, Germany, and Japan. This course also looks at new thinking on national security, asking to what extent international trade and competition, immigration, illegal drugs, and the environment should be considered national security issues.

**American Primacy**
POL-UA 715  Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.
Addresses the question: How did the United States become the world’s dominant nation? We presume that America differs from most other countries in fundamental ways. But what are these? To seek answers, we range further back in history than most international relations courses. American primacy builds on the earlier ascendancy of Britain and Western Europe. We consider several theories.
of European, British, and American dominance organized under the general headings of geography, economics, sociology, and political science.

### The Politics of International Law

**POL-UA 718** Prerequisite: International Politics (POL-UA 700). Offered every other year. Downs. 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 international institutions are playing in shaping both international relations and domestic politics.

### Diplomacy and Negotiation

**POL-UA 720** Prerequisite: International Politics (POL-UA 700). Offered every other year. 4 points.

Analyses the theory and practice of diplomacy, with special emphasis on bargaining strategies that nations use to try to settle their differences and avoid wars, including the use of mediators, arbitrators, and institutions like the United Nations. Applies game theory to analyze the use of exaggeration, threats, and deception in bilateral and multilateral diplomacy. Supplements case studies of international negotiation, especially in crises, with studies of domestic bargaining used in the formulation of foreign policy.

### International Organization

**POL-UA 730** Prerequisite: International Politics (POL-UA 700). Offered in the fall. 4 points.

Detailed study of the nature, historical development, and basic principles of international organization. Emphasizes the structure and actual operation of the United Nations.

### Business and American Foreign Policy

**POL-UA 736** Prerequisite: Power and Politics in America (POL-UA 300), International Politics (POL-UA 700), or Intermediate Microeconomics (ECON-UA 10). Offered every other year. 4 points.

Examines competing theories as to the relationship between business and government in the conduct of foreign policy. Assesses the applicability of these theories to case studies in East-West trade, the defense procurement process, intervention in the Third World, human rights, the effect of trade and investment on the American economy, security of supply of natural resources, and economic development in the Third World.

### International Law

**POL-UA 740** Prerequisite: International Politics (POL-UA 700). Offered in the spring. 4 points.

The norms that govern states in their legal relations and the current development of law among nations, based on cases and other legal materials relating to the nature and function of the law; recognition of states and governments; continuity of states and state succession; jurisdiction over persons, land, sea, air, and outer space; international responsibility and the law of claims; diplomatic privileges and immunities; treaties; regulation of the use of force; and the challenges posed by new states to the established legal order. Emphasis on the case law method, as used in law school instruction.

### War, Peace, and World Order

**POL-UA 741** Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.

Characteristics and conditions of war and peace and the transition from one to the other from the perspective of political and social science. Examines the role and use of coercion in global affairs, with emphasis on attempts to substitute negotiation, bargaining, market forces, politics, and law for the resort to massive violence in moderating disputes.

### Terrorism

**POL-UA 742** Prerequisite: International Politics (POL-UA 700). Offered every other year. 4 points.

Comparative study of terrorism as a domestic political phenomenon. Examines foundational issues and economic, psychological, strategic, and social theories of terrorism, as well as theories of the cessation of terrorist violence, government negotiation with terrorists, the relationship between terrorists and nonviolent political actors, and the internal political economy of terrorist organizations. Considers terror in the Middle East (emphasizing Hamas), nationalist terror (ETA and the IRA), and Maoist revolutionary terror (with emphasis on the Shining Path).

### International Politics of the Middle East

**POL-UA 760** Identical to MEIS-UA 752. Prerequisite: International Politics (POL-UA 700). Offered every other year. 4 points.

Systematic study of the international politics of the Middle East, emphasizing the period since World War II. Emphasis on the relationship among patterns of inter-Arab, Arab-Israeli, and great-power politics, and on the relationship between domestic and external politics. Attempts to relate the Arab-Israeli conflict to interregional politics, the place and role of Turkey and Iran, and the problems in the Persian Gulf.
International Relations of Asia
POL-UA 770  Identical to EAST-UA 770.
Prerequisite: International Politics (POL-UA 700).
Offered every other year. 4 points.
The relations of and between the principal Asian national actors (e.g., China, Japan, India) and the relationship of the Asian "subsystem" to the international system. Covers the traditional Asian concepts of transnational order, the impact of external interventions, modern ideological conflict and technological revolution, the emergent multilateral balance beyond Vietnam, the changing patterns of relations in the Asian subsystem traced to the international evolution from bipolarity to multicentrism, and the U.S. role in Asia.

International Political Economy
POL-UA 775  Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.
An introduction to the workings of the contemporary international political-economic system. Introduces students to some of the main analytical frameworks that political economists use to understand this system. Familiarizes students with analytical tools that serve to gain a better understanding of the current problems and opportunities facing actors in today's international political economy.

Inter-American Relations
POL-UA 780  Formerly Latin America and the World.
Prerequisite: International Politics (POL-UA 700). Offered every other year. 4 points.
Examines inter-American relations in the 20th century. The role the United States has played in influencing economic and social policy in Latin America and the Caribbean is examined through the Good Neighbor policy, the Cold War, the Alliance for Progress, the National Security Doctrine, and the democratization wave. The Mexican Revolution; import substitution industrialization policies; and the Guatemalan, Bolivian, Cuban, and Nicaraguan revolutions and their effects on U.S.-Latin American relations are discussed, along with U.S. social, political, and military intervention in the region and its effect on strengthening and/or hindering democracy. Heavy on readings, the course provides a historical, sociological, and economic background of Latin American political development in the 20th century.

Undergraduate Field Seminar: International Relations
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.
Advanced seminar for juniors and seniors in international relations. The specific topic of the seminar is announced each year.

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.
A broad survey of the debate about American power and influence in international affairs that provides sufficient background for students to do a major research paper on the topic. Some view the American role today as creating an empire, while others view U.S. influence as just a reflection of the wealth and military might that Americans command. There are many other thoughtful perspectives as well.

Honors, Internships, and Independent Study
Senior Honors I
POL-UA 950  Prerequisite: admission to the honors program. Offered in the fall. 4 points.
This seminar provides students with the skills needed to design a feasible research project in political science and supports students in the development of a detailed research proposal for the senior thesis.

Senior Honors II
POL-UA 951  Prerequisite: completion of Senior Honors I (POL-UA 950). Offered in the spring. 4 points.
The purpose of this seminar is to support students in the writing of their senior theses.

Internships in Politics and Government I, II
POL-UA 970, 971  Not counted toward the major; students are normally limited to a maximum total of eight combined credits from Internships in Politics and Government (POL-UA 970, 971) and/or Readings and Research (POL-UA 990). Prerequisites: open to junior and senior politics majors, a minimum 3.0 GPA overall, and permission of the director of internships. Offered every semester. 2 to 4 points per term.
Integration of part-time working experience in governmental agencies or other political offices and organizations with study of related problems in politics and political science. Relates certain scholarly literature in the discipline to observational opportunities afforded by the internship experience. Internship applications can be obtained through
the Department of Politics. Applications are due September 30 for fall internships and January 30 for spring internships.

Readings and Research
POL-UA 990  Prerequisite: written approval of student’s departmental adviser, instructor, and director of undergraduate studies. Offered every semester. 2 or 4 points.
Individual readings and research under the direction of faculty supervisor for students with exceptional intellectual ability (a minimum 3.0 GPA in at least three previous politics courses). Only regular politics faculty members may direct Readings and Research.

Topics
POL-UA 994  Prerequisite: core course in relevant field or permission of the instructor. Offered every semester. 4 points.
Advanced undergraduate course, often given in seminar style, to accommodate professors and faculty in the department who wish to give a one-time or experimental course. Encourages department or visiting faculty to give courses on subject areas or issues not in the permanent course offerings.

Graduate Courses Open to Undergraduates
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 with the research of individual faculty through the Research Experiences and Methods course and the honors program. Highly qualified students are admitted to the honors program in their sophomore or junior 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.
the Behavioral Sciences (PSYCH-UA 10) and may count it toward the major. Those with a score of 4 are exempt from this statistics course, but the AP credit does not count toward the ten courses required for the major.

In addition, selected courses in other departments can be counted toward the major or minor. A list is available from the Department of Psychology's Office of Academic Affairs.

**Major**

Ten 4-point courses (40 points) constitute the requirements for the major. The required courses are as follows:

- Introduction to Psychology (PSYCH-UA 1)
- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Data Analysis and Experimental Design (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

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 major in psychology, a grade of C or better must be earned in both 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.

The curriculum involves a variety of possible sequences of courses that proceed from introductory to advanced levels. It is best that Introduction to Psychology be taken first, preferably in the freshman year. Statistics for the Behavioral Sciences should be taken next, as it lays the methodological groundwork for the research to be discussed in the core courses. Statistics must be among the first four psychology courses taken, and Data Analysis and Experimental Design should be taken early on as well. Core A and B courses of greatest interest to the student should be taken as soon as possible as preparation for the relevant Core C laboratory course and advanced electives that follow. For instance, if a student expects to do graduate work in the area of perception, then the Core A course Perception should be taken in the sophomore year, so that Laboratory in Perception and Advanced Seminar in Perception can be taken later.

In general, it is advisable that students complete their Core C laboratory course requirement before taking advanced courses, preferably by the spring of the junior year.

**General Recommendations**

Students interested in graduate training in psychology should become involved in research. Research Methods and Experience (PSYCH-UA 999) offers students the opportunity to participate in faculty research, providing students with a supervised research experience, as well as training in research presentation and criticism. This course is of great assistance to students in deciding about career directions and, because of the direct contact with faculty involved, can result in a letter of recommendation that graduate schools are likely to take very seriously.

**Pursuing an Interest in Clinical Psychology**

Students who are particularly interested in graduate work in clinical psychology are encouraged to include 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 students interested in graduate work in clinical areas of psychology and related fields. Contact the undergraduate program office for details.

**Experimental Psychology and Industrial and Organizational Psychology**

If a student plans to pursue a research career (particularly in Core A areas), in addition to the relevant courses in the major, courses in mathematics, chemistry, biology, physics, and computer science may be most useful. 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 most useful.

**Minor**

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

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 have earned a grade of C or better in Introduction to Psychology. Credit toward the minor is not given for courses completed with a grade of less than C.

**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).

The linguistics component consists of these four courses:

- Language and Mind (LING-UA 28)
- Two courses chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Phonological Analysis (LING-UA 12)
  - Grammatical Analysis (LING-UA 13)
- One course, chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Psycholinguistics (LING-UA 5)
  - Sound and Language (LING-UA 11)
  - Computational Principles of Sentence Construction (LING-UA 24)
  - 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 a choice of one of the following three courses:

- Minds and Machines (PHIL-UA 15)
- 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)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)
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• One course chosen from among the following:
  • Perception (PSYCH-UA 22)
  • Introduction to Cognitive Neuroscience (PSYCH-UA 25)
  • Neural Bases of Language (LING-UA 43)
  • Laboratory in Perception (PSYCH-UA 44)
  • Laboratory in Human Cognition (PSYCH-UA 46)
  • The Psychology of Language (PSYCH-UA 56)

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 contributing departments.

Honors Program

The honors program affords students in the major an opportunity to engage in closely supervised yet independent research and scholarship.

This program both prepares students for graduate-level work in psychology or related professional fields such as business, law, or medicine and provides them with experiences and skills that may be helpful in reaching their career objectives. Students must apply for admission to the honors program in their sophomore or junior year, with occasional exceptions for late transfer students. Admission is based on grades (a minimum overall and major GPA of 3.65) and the ability to benefit from a program that emphasizes independent research projects and seminars that focus on current research topics and issues.

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 based on an expansion of a research project ongoing in a faculty laboratory and serving as evidence of individual thought and creativity, is submitted for faculty approval near the end of the junior or senior year. Details and application forms are available from the Academic Affairs Office, Department of Psychology, New York University, 6 Washington Place, Room 158, New York, NY 10003-6634.

For Latin honors requirements, please see Honors and Awards in this Bulletin.

COURSES

Note: 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). Some courses carry additional prerequisites, as noted below following the course titles.

Introductory and Statistics Courses

Introduction to Psychology
PSYCH-UA 1  Offered every semester. Amodio, Coons, Marcus, Phelps. 4 points.
Fundamental principles of psychology, with emphasis on basic research and applications in psychology’s major theoretical areas of study: thought, memory, learning, perception, personality, social processes, development, and the physiological bases of psychology. Included in the class is direct observation of methods of investigation through laboratory demonstrations and by student participation in current research projects.

Statistics for the Behavioral Sciences
PSYCH-UA 10  Offered every semester. Bauer. 4 points.
Aims to provide students with tools for evaluating data derived from psychological studies. Students gain familiarity with data description, significance tests, confidence intervals, linear regression, analysis of variance, and other related topics. Students learn to analyze psychological data with both handheld calculators and computer software, and learn to interpret the results from randomized experiments as well as correlational studies.

Data Analysis and Experimental Design
PSYCH-UA 11  Prerequisite: Statistics for the Behavioral Sciences (PSYCH-UA 10). Offered every semester. 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 Courses

CORE A—PSYCHOLOGY AS A NATURAL SCIENCE

Two Core A courses must be taken to satisfy the major requirement, one for the minor. Introduction to Psychology (PSYCH-UA 1) is the prerequisite for all Core A courses.

Perception
PSYCH-UA 22 Offered every semester. Carrasco, Heeger, Landy, Pelli. 4 points.
How do we construct a conception of physical reality based on sensory experience? Survey of basic facts, theories, and methods of studying sensation and perception. The major emphasis is on vision and audition, although other modalities may be covered. Representative topics include receptor function and physiology; color; motion; depth; psychophysics of detection, discrimination, and appearance; perceptual constancies; adaptation, pattern recognition, and the interaction of knowledge and perception.

Cognitive Neuroscience
PSYCH-UA 25 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. In doing so, students also learn about the goals of cognitive neuroscience research and the methods that are being employed to reach these goals.

Cognition
PSYCH-UA 29 Offered every semester. Hilford, McElree, Murphy, Rehder. 4 points.
Introduction to theories and research in some major areas of cognitive psychology, including human memory, attention, language production and comprehension, thinking, and reasoning.

Developmental Psychology
PSYCH-UA 34 Note: This course can count as either a Core A or Core B requirement (but not both). Offered every semester. Adolph, Vouloumanos. 4 points.
Introduction and overview of theoretical issues and selected research in developmental psychology. Focuses on infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.

CORE B—PSYCHOLOGY AS A SOCIAL SCIENCE

Two Core B courses must be taken to satisfy the major requirement, one for the minor. Introduction to Psychology (PSYCH-UA 1) is the prerequisite for all Core B courses.

Personality
PSYCH-UA 30 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 Offered every semester. Gollwitzer, Trope, Uleman, West. 4 points.
Introduction to theories and research about the social behavior of individuals, such as perception of others and the self, attraction, affiliation, altruism and helping, aggression, moral thought and action, attitudes, influence, conformity, social exchange and bargaining, group decision making, leadership and power, and environmental psychology.

Developmental Psychology
PSYCH-UA 34 Note: This course can count as either a Core A or Core B requirement (but not both). Offered every semester. Adolph, Vouloumanos. 4 points.
Introduction and overview of theoretical issues and selected research in developmental psychology. Focuses on infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.

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), or the equivalent, are prerequisites for all Core C courses. These laboratory courses carry additional prerequisites, as noted below following the course titles.

Laboratory in Social and Organizational Psychology
PSYCH-UA 38 Prerequisite: Social Psychology (PSYCH-UA 32). Offered in the fall. Heilman. 4 points.
Students are acquainted with research methodology in organizational psychology. They then perform an original study, such as a laboratory experiment or research survey, in one of these areas.
Laboratory in Personality and Social Psychology
PSYCH-UA 39 Prerequisite: Personality (PSYCH-UA 30) or Social Psychology (PSYCH-UA 32). Offered every semester. 4 points.
Methodology and procedures of personality and social psychological research and exercises in data analysis and research design. Statistical concepts such as reliability and validity, methods of constructing personality measures, merits and limitations of correlational and experimental research designs, and empirical evaluation of theories. Student teams conduct research projects.

Laboratory in Developmental Psychology
PSYCH-UA 40 Prerequisite: Developmental Psychology (PSYCH-UA 34). Offered every semester.
4 points.
Review of observational and experimental techniques used in studying children. Each student chooses a topic and conducts a short-term study on that topic in a field or laboratory setting. Two presentations require a literature review and a proposed experimental design, and a report of the results of the study due at end of term.

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), and permission of the instructor. Offered every semester. Adolph. 4 points.
Part of a yearlong research training program. Students learn general methods for studying infant development and specific methods for examining infants’ perceptual-motor development. Students design and conduct laboratory research projects, code and analyze data, and prepare results for presentation and publication (grant proposals, conference submissions, and journal submissions).

Laboratory in Clinical Research
PSYCH-UA 43 Prerequisite: Personality (PSYCH-UA 30) or Abnormal Psychology (PSYCH-UA 51). Offered every semester. Kellogg, Westerman. 4 points.
Covers the process of the scientific investigation into issues related to psychopathology, personality dynamics, individual differences, interpersonal interaction, and various treatment modalities. Lectures cover all aspects of research methodology. Students complete a set of research exercises and submit writing assignments, including an APA-style research article.

Laboratory in Perception
PSYCH-UA 44 Prerequisite: Perception (PSYCH-UA 22), Language and Mind (PSYCH-UA 27), or Cognition (PSYCH-UA 29). Offered every semester. Carrasco, Landy, Pelli. 4 points.
Presents a state-of-the-art introduction to the design and implementation of experiments in perception. By participating in class-designed experiments and by carrying out a research project designed by individual or pairs of students, students learn how to formulate an experimental question, design and conduct an experiment, statistically analyze experimental data using a variety of statistical tests, write up the experiments as research papers, and present a short research talk.

Laboratory in Human Cognition
PSYCH-UA 46 Formerly PSYCH-UA 28. Prerequisite: Perception (PSYCH-UA 22), Language and Mind (PSYCH-UA 27), or Cognition (PSYCH-UA 29). Offered every semester. Gureckis, Hilford, McElree. 4 points.
Presents a state-of-the-art introduction to the design and implementation of experiments in cognitive psychology as performed on computers. Experiments are performed in the areas of perception, learning, memory, and decision making. Students carry out independent research projects and learn to write research reports conforming to APA guidelines.

Lab in Psychopathology
PSYCH-UA 48 Prerequisite: Personality (PSYCH-UA 30) or Abnormal Psychology (PSYCH-UA 51). Offered every semester. 4 points.
Serves as an introduction to research approaches and strategies as applied to the issue of psychopathology and its treatment. Re-creates compelling studies culled from the psychiatric and psychological literatures. Students re-run these studies in SPSS using both real and stimulated data. Lectures cover important issues related to the diagnosis and treatment of psychiatric disorders and the basic principles, methodology, and ethics of psychological research.

Behavioral and Integrative Neural Science
PSYCH-UA 52 Identical to BIOL-UA 202, NEURL-UA 220. Prerequisites: Principles of Biology I and II (BIOL-UA 11, 12), and either Cognitive Neuroscience (PSYCH-UA 25) or Introduction to Neural Science (NEURL-UA 100). If taken with its laboratory component for 6 points, the course can count as either a laboratory (Core C) or an advanced elective. Offered in the spring. Rubin, Semple. 4 or 6 points.
See description under Neural Science in this Bulletin.

**Laboratory in Cognitive Neuroscience**

PSYCH-UA 300  
Prerequisite: Perception (PSYCH-UA 22) or Cognitive Neuroscience (PSYCH-UA 25), or permission of instructor. Offered every year. Poeppel, Davachi. 4 points.

The major approaches to cognitive neuroscience will be discussed 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. To be taken as a two-semester sequence. Offered every semester. Vouloumanos. 4 points per term.

A two-semester immersive research training program. Students learn general methods for studying infant development and specific methods for studying infant cognition and communication. Students participate in laboratory research projects, code and analyze data, and report results in presentation and paper formats.

**Advanced Elective Courses**

All advanced elective courses have prerequisites in addition to Introduction to Psychology (PSYCH-UA 1), as noted below following the course titles.

**Teaching in Psychology**

PSYCH-UA 2  
Prerequisite: admittance by application only. Offered every semester. Coons, Hilford. 2 points.

The purpose of this course is to train students in teaching science, specifically psychology. 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.

**Seminar in Memory**

PSYCH-UA 23  
Prerequisite: Cognition (PSYCH-UA 29). Offered every two to three years. Davachi, McElree. 4 points.

Examination of the conceptual problems involved in understanding the retention of information. Reviews research findings addressed to those problems, involving studies with humans and animals, and with environmental, psychological, and biochemical variables.

**Language and Mind**

PSYCH-UA 27  
Identical to LING-UA 28.  
Prerequisite: Cognition (PSYCH-UA 29). Baltin, Marcus, McElree, Pytkkänen. Offered in the spring. 4 points.

Introduces students to the field of cognitive science through an examination of language behavior, one of the major domains of inquiry in the discipline. Begins with interactive discussions of how best to characterize and study the mind. These principles are then illustrated through an examination of research and theories related to language representation and use. Draws from research in both formal linguistics and psycholinguistics.

**Abnormal Psychology**

PSYCH-UA 51  
Formerly PSYCH-UA 35.  
Prerequisite: any Core B course or permission of the instructor. Offered every semester. Kellogg, Wolitzky. 4 points.

The kinds, dynamics, causes, and treatment of psychopathology. Topics include early concepts of abnormal behavior; affective disorders, anxiety disorders, psychosis, and personality disorders; the nature and effectiveness of traditional and modern methods of psychotherapy; and viewpoints of major psychologists past and present.

**Behavioral and Integrative Neural Science**

PSYCH-UA 52  
Identical to BIOL-UA 202, NEURL-UA 220. Prerequisites: Principles of Biology I and II (BIOL-UA 11, 12), and either Cognitive Neuroscience (PSYCH-UA 25) or Introduction to Neural Science (NEURL-UA 100). If taken with its laboratory component for 6 points, the course can count as either a laboratory (Core C) or an advanced elective. Offered in the spring. Rubin, Semple. 4 or 6 points.

See description under Neural Science in this Bulletin.

**The Psychology of Language**

PSYCH-UA 56  
Formerly Psycholinguistics.  
Prerequisite: Language (LING-UA 1). Offered every other year. McElree. 4 points.

Examines theories and research concerning the cognitive processes and linguistic representations that enable language comprehension and production. Topics include speech perception, visual processes during reading, word recognition, syntactic processing, and semantic/discourse processing.

**Special Topics in Psychology**

PSYCH-UA 300  
Prerequisites: at least one Core A and one Core B course. Other prerequisites may be
added based on the specific topic. Offered every semester. 4 points.
Seminars at an advanced level. Topics vary each time offered.

Research Experiences and Methods
PSYCH-UA 999  Prerequisites: Statistics for the Behavioral Sciences (PSYCH-UA 10), at least two other psychology courses, and permission of the department. Recommended: a laboratory (Core C) course in psychology. This course may be repeated for three semesters. It is normally taken for 4 points the first time, but may be approved for fewer points thereafter with permission of the instructor. Offered every semester. McMeniman. 1 to 4 points.
Undergraduate students are paired with faculty, advanced graduate students, or other researchers on a one-to-one basis to pursue common research goals in psychology. Undergraduates serve as apprentices on survey, laboratory, clinical, and field research projects and in return receive guidance in reading and developing research skills. Weekly meetings deal with research methods and design and allow students an opportunity to speak on their research projects. Written assignments include several brief homework assignments and a final journal-style research report.

Honors Courses
Open only to students who have been admitted to the psychology honors program. The Honors Seminars (PSYCH-UA 200 and PSYCH-UA 201) may be counted as the two advanced electives required for the major.

Honors Seminar I
PSYCH-UA 200  Prerequisite: admission to the honors program. Offered in the fall. 4 points.
Students read and discuss recent studies and classical papers related to current controversies in psychology. A portion of class time is set aside for discussion of theoretical and technical aspects of each student’s thesis project.

Honors Seminar II
PSYCH-UA 201  Prerequisite: Honors Seminar I (PSYCH-UA 200). Offered in the spring. 4 points.
A continuation of PSYCH-UA 200. Students are expected to present preliminary results of their thesis projects and interpret their findings.

Graduate Courses Open to Undergraduates
Certain courses in the Graduate School of Arts and Science are open to junior or senior majors in psychology who have (1) permission of the student’s 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.
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 by which religion is analyzed today, including psychological, sociological, anthropological, philosophical, historical, legal, and literary approaches. They also approach the study of "religion" as a concept, which has itself been an intellectual object of inquiry and has played a key role in the development of the social and human sciences. Second, students learn empirically about religion in different times and places, either through historical or ethnographic study, using textual, visual, and audio sources. Third, approached as lived practices, religions present us with a valuable lens through which many realms in social life can be examined: gender and sexuality, race, the nation-state, violence, memory, ethics, emotions, politics, economy, power, art, literature, and media. These realms, in turn, 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.
Theories and Methods in the Study of Religion
RELST-UA 1 Offered in the fall. 4 points.
Focuses on fundamental theoretical and methodological issues pertaining to the academic study of religion. Exposes students to, and familiarizes them with, some of the more important theories of the origin, character, and function of religion as a human phenomenon. Students are given an opportunity to encounter and test an assortment of the main scholarly approaches to understanding and interpreting religious phenomena, including psychological, sociological, anthropological, 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.
Complements and develops the methodological and theoretical emphasis encountered in Theories and Methods in the Study of Religion, albeit with a higher level of specificity and sophistication. The focus is on a specific thematic motif with cross-cultural applicability (for example, ritual, the body, sacrifice, religion and the state). Students can explore the import of the motif in question for their own area of specialization, as well as examine its manifestations in other traditions. Students are expected to make formal presentations to the class.

What Is Islam?
RELST-UA 85 Identical to MEIS-UA 691, HIST-UA 85. Offered yearly. 4 points.
An introductory course dealing with the life of the Prophet Muhammad and the origins of Islam; the beliefs and practices of the Islamic community; differences between Sunni and 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.
Students reexamine the light shed by ancient writings (and other evidence) not only on the role(s) of women in ancient Christian groups but also on the ideologies of gender promoted or assumed by those groups. The focus, while predominantly on women, also extends to the way in which gender identities were constructed and adhered to by males and females.

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

Jewish Mysticism and Hasidism
RELST-UA 104 Identical to HBRJD-UA 430, MEDI-UA 430. Wolfson. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.

Jewish Philosophy in the Medieval World
RELST-UA 106 Identical to HBRJD-UA 425. Ivry. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.

Jewish Ethics
RELST-UA 117 Identical to HBRJD-UA 117. Rubenstein. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.

Biblical Archaeology
RELST-UA 120 Identical to HBRJD-UA 120. Fleming. Smith. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.

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 in this Bulletin.

Religion, Magic, and the Jewish Tradition
RELST-UA 212 Identical to HBRJD-UA 212. Wolfson. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.

Early History of God
See description under Hebrew and Judaic Studies in this Bulletin.

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 in this Bulletin.
Introduction to the New Testament
RELST-UA 302  Identical to CLASS-UA 293, HBRJD-UA 22. Becker. 4 points.
Introduces students to issues and themes in the history of the Jesus movement and early Christianity through a survey of the main texts of the canonical New Testament, as well as other important early Christian documents. Students are given the opportunity to read most of the New Testament text in a lecture hall setting where the professor provides historical context and 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.

Religions of India
RELST-UA 337  Offered yearly. 4 points.
Introduces students to the vibrant religious traditions of South Asia. Examines Hindu, Buddhist, Islamic, Jain, and Sikh traditions, as well as the ancient and modern contexts in which they are situated. Students focus on the ways that various problems (material, intellectual, political) have served as catalysts for the formation and dissolution of communities of interpretation and practice and reexamine the multiple pasts of South Asia without projecting modern categories onto those traditions.

Belief and Social Life in China
RELST-UA 351  Identical to ANTH-UA 351, EAST-UA 351. Offered periodically. Zito. 4 points.
The Chinese word for religion means “teaching.” “Teaching” immediately implies someone else besides the self. Belief in China has always been theorized and practiced as mediated by the presence of others, miraculous and mundane. The course explores what Chinese people “taught” themselves about the person, society, and the natural world and thus how social life was constructed and maintained. It examines in historical perspective the classic texts of the Taoist and Confucian canon and their synthesis; Buddhist, especially Ch’an (Zen) practices in China; issues of gender in past and present practice; and religion’s relation to the state.

Classical Mythology
RELST-UA 404  Identical to CLASS-UA 404. Meineche. 4 points.
See description under Classics in this Bulletin.

Jewish Responses to Modernity: Religion and Nationalism
RELST-UA 470  Identical to HBRJD-UA 719. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.

Confessional Culture from Augustine to Oprah
RELST-UA 561  Offered every other year. Pellegrini. 4 points.
Traces the different uses and forms “the confession” has taken in Western culture. How has the confession evolved from a specifically religious practice to become a genre of self-making in a putatively secular modernity? A consistent concern is the way confessional practices have increasingly become linked to sex and sexuality. The range of texts and genres surveyed includes philosophical and religious treatises, political pamphlets, legal history of confession, psychoanalytic case studies, feminist consciousness-raising, coming-out stories, self-help literature, tell-all celebrity autobiographies, TV talk shows, YouTube, and film/video. What can we learn from the differences and similarities between these confessional modes, their cultural locations, their historical moments, and their ideological effects?

The History of Religions of Africa
RELST-UA 566  Identical to HIST-UA 566, SCA-UA 0790. Hull. 4 points.
See description under History in this Bulletin.

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 in this Bulletin.

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 in this Bulletin.

Jews and Christians in the Ancient World
RELST-UA 611  Identical to CLASS-UA 611, HBRJD-UA 128. Offered periodically. Becker. 4 points.
Students acquire a basic knowledge of the early history of Judaism and Christianity. However, on the theoretical level, the course aims to provide students with a forum for asking some of the questions most relevant to religious studies: Are we to use self-definition, typology, or both in our formulating religious categories? How do certain categories help and hinder our understanding of religious and other social phenomena? What is the relationship between ideology and the social world? How do we learn about the “real” world from literary evidence?

Religion, State, and Politics
RELST-UA 613  Offered periodically. 4 points.
Introduces students to the debate on secularism by
following a comparative approach. Students first gain basic knowledge related to the emergence and development of the secularization paradigm. In a second step, they confront it with empirical data. Concretely, this course introduces different examples of state-religion relationships and discusses the impact of the respective historical experiences and religio-cultural backgrounds on them. This agenda serves to develop a critical overview on the scope and limits of secularization theory and provides students with basic tools to situate current debates on religion in a broader theoretical frame.

Religion and Media
RELST-UA 645 Offered periodically. Zito. 4 points.
Introduces the long-standing and complex connection between religious practices and various media. Analyzes how human hearing, vision, and the performing body have been used historically to express and maintain religious life through music, voice, images, words, and rituals. Attention is then devoted to more recent electronic media such as radio, film, television, video, and the Internet. An anthropological/historical perspective on studying religion is pursued. Prior course work in religious studies, anthropology, or media studies would be helpful, but it is not necessary if you are willing to work hard.

Religion, Sexuality, and Public Life
RELST-UA 646 Offered periodically. Pellegrini. 4 points.
This country was founded on the promise of religious freedom, and yet U.S. laws and policies regulating sexual life derive much of their rationale from specifically religious notions of “good” versus “bad” sex, what bodies are “for,” and what kinds of human relationships are valuable. How are we to understand this apparent contradiction? If sexual life is a special case, what makes it so? Finally, what are the implications, for both sexual and religious freedom, of treating sexual life as a special case? Course materials are designed to introduce students to critical approaches to the study of religion in society, as well as to familiarize them with important work in the interdisciplinary areas of gender and sexuality studies.

Topics in Religious Studies
RELST-UA 650 4 points.
The emphasis of this course varies each year and is designed to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included Christianity and culture, American evangelicalism, religion and violence, and postcolonialism.

Martyrdom, Ancient and Modern
RELST-UA 660 Identical to CLASS-UA 646. Offered every other year. Becker. 4 points.
Examines the theory and practice of martyrdom in the West. Begins with a close study of the development of the martyrological discourse in classical, early Christian, early Jewish, and Muslim literature and culture. Also traces how the concept of martyrdom is deployed in modern culture in various phenomena, such as the ”Columbine martyrs,” ”martyrdom operations” (“suicide bombers”), political martyrdom, and modern notions of holy war.

Perspectives on Islam
RELST-UA 665 Identical to MEIS-UA 665. Katz. 4 points.
See description under Middle Eastern and Islamic Studies in this Bulletin.

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 in this Bulletin.

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 in this Bulletin.

Introduction to Egyptian Religion
RELST-UA 719 Identical to MEIS-UA 719. Goel. 4 points.
See description under Middle Eastern and Islamic Studies in this Bulletin.

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 in this Bulletin.

The Dead Sea Scrolls
RELST-UA 807 Identical to HBRJD-UA 131. Schiffman. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.

Modern Perspectives on the Bible
RELST-UA 809 Identical to MEIS-UA 809, HBRJD-UA 126. Von Dassow. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.
Gender and Judaism
RELST-UA 815  Identical to HBRJD-UA 718, SCA-UA 732. Wolfson. 4 points.
See description under Hebrew and Judaic Studies in this Bulletin.

Anthropology of Religion
RELST-UA 829  Identical to ANTH-UA 30. 4 points.
See description under Anthropology in this Bulletin.

Introduction to Buddhism
RELST-UA 832  Identical to EAST-UA 832. Offered periodically. 4 points.
An introduction to this complex religion, emphasizing its history, teachings, and practices. Discusses its doctrinal development in India, then emphasizes certain local practices: Buddhism and the family in China; Buddhism, language, and hierarchy in Japan; the politics of Buddhist Tibet; and Buddhist art. Finally, the course touches on Buddhism in the United States.

Tibetan Buddhism
RELST-UA 835  Identical to EAST-UA 835. Offered periodically. 4 points.
An introduction to Tibetan Buddhism doctrine and practice. Approaches the subject from historical and thematic perspectives, beginning with a close study of one of the classic Tibetan guides to Tibetan Buddhism for a solid foundation in the principles of the tradition. Proceeds along a historical track, beginning with the seventh-century arrival of Buddhism in Tibet to the present-day encounter with Western devotees of exiled Tibetan lamas. Topics include doctrinal innovation, ritual, myth, art, sacred geography, revelation, and the role of Buddhism in Tibet’s relationship with its neighbors. Readings consist of primary texts in translation and secondary literature on the study of religion and Tibetan Buddhism.

The Sufis: Mystics of Islam
RELST-UA 863  Identical to MEIS-UA 863. Chelkowski. 4 points.
See description under Middle Eastern and Islamic Studies in this Bulletin.

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.

Cultures and Contexts: Islamic Societies
MAP-UA 502  Offered every year. 4 points.
This course in the Morse Academic Plan (MAP) examines the common base and regional variations of Islamic societies. An “Islamic society” is here understood as one that shares, either as operative present or historical past, that common religious base called Islam. For Muslims, Islam is not simply a set of beliefs or observances, but also includes a history; its study is thus by nature historical, topical, and regional. The emphasis in the premodern period is first on the Quran and then on law, political theory, theology, and mysticism. For the more recent period, the stress is on the search for religious identity. Throughout, students are exposed to Islamic societies in the words of their own writings.
The Romance languages are the group of related tongues that emerged from spoken Latin after the fall of the Roman Empire in the fifth century. In the Middle Ages and the Renaissance they developed and evolved into languages that we recognize as the basis of (among others) modern French, Italian, Spanish, and Portuguese. The great works of literature produced in these centuries became the foundation of the national literatures of their respective cultures.

The major in Romance languages in the College of Arts and Science is a nine-course major administered by the Departments of Italian, French, and Spanish and Portuguese. Students choose a combination of any two of these four languages, taking five courses in one and four in the other. Thus, majors in Romance languages are able to take advantage of the rich course offerings and resources of our world-renowned language departments and learn from distinguished scholars in two fields.

The major stresses competence in speaking and writing before moving into literary and cultural course work. To improve students’ facility with their two languages and promote cross-cultural understanding and exposure, study away at NYU Buenos Aires, Florence, Madrid, and Paris is encouraged. While they are at Washington Square, students can take advantage of talks, exhibits, films, and other events sponsored by the Departments of French, Italian, and Spanish and Portuguese and NYU’s Maison Française, Casa Italiana, and King Juan Carlos I of Spain Center, as well as by cultural institutions in New York City.

A major in Romance languages is applicable to careers in international law and business, communications, education, fine arts, tourism, and diplomacy. It also complements majors in such fields as art history, cinema studies, comparative literature, history, international relations, linguistics, medieval and Renaissance studies, and music.

**PROGRAM**

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 one language and four courses (16 points) taken in the other. The following six combinations of languages are offered:

- French-Italian
- French-Spanish
- French-Portuguese
- Italian-Spanish
- Italian-Portuguese
- Spanish-Portuguese

In each track, students begin by honing their skills in speaking and writing past the intermediate level. They then build on this solid foundation by delving into more advanced courses in literature and/or culture.

To declare the major and receive advisement on their course of study, students should meet with the directors of undergraduate studies in the relevant departments.

**French and Italian**

For this major track, nine courses are required. Students take these five required courses (20 points):

- Written Contemporary French (FREN-UA 105)
- One of the following:
  - French Phonetics (FREN-UA 103)
  - Translation (FREN-UA 107)
  - Acting French (FREN-UA 109)
MAJOR IN ROMANCE LANGUAGES

- Business French (FREN-UA 110)
- Advanced Conversation (FREN-UA 9102, offered at NYU Paris)
- Advanced Review of Modern Italian (ITAL-UA 30)
- One of the following:
  - Conversations in Italian (ITAL-UA 101)
  - Italian Through Cinema (ITAL-UA 107)
- One of the following:
  - Creative Writing in Italian (ITAL-UA 103)
  - Advanced Composition (ITAL-UA 105)
One of the following French courses (4 points):
- 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)
One of the following Italian courses (4 points):
- Readings in Medieval and Renaissance Literature (ITAL-UA 115)
- Readings in Modern Italian Literature (ITAL-UA 116)
- Introduction to the Middle Ages (ITAL-UA 117)
And two advanced courses (8 points), at least one of which must be in French, selected in consultation with the directors of undergraduate studies in the language departments.

French and Spanish
For this major track, nine courses are required. Students take these five required courses (20 points):
- Written Contemporary French (FREN-UA 105)
- One of the following:
  - French Phonetics (FREN-UA 103)
  - Translation (FREN-UA 107)
  - Acting French (FREN-UA 109)
  - Business French (FREN-UA 110)
  - Advanced Conversation (FREN-UA 9102, offered at NYU Paris)
- Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish-Speaking Students (SPAN-UA 111)
- Advanced Conversation (SPAN-UA 101)
- Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200)
One of the following French courses (4 points):
- 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)
And three advanced courses (12 points), two in one language and one in the other, selected in consultation with the directors of undergraduate studies in the language departments.

Note: Students who take Advanced Spanish for Spanish Speakers (SPAN-UA 111) may not take Advanced Conversation (SPAN-UA 101). They choose a substitute from the upper-level offerings of the Department of Spanish and Portuguese, with the advice of the director of undergraduate studies.
MAJOR IN ROMANCE LANGUAGES

French and Portuguese
For this major track, nine courses are required. The core French requirements (three courses, 12 points) are identical to those in the French and Spanish combination. Of the remaining six courses (24 points), at least four of them (16 points) must be in Portuguese past the intermediate level.

The other two courses (8 points) may both be in advanced French, or one in advanced French and one in advanced Portuguese, ensuring that students complete five courses in one language and four in the other. Advanced courses are selected in consultation with the directors of undergraduate studies in the language departments.

Italian and Spanish
For this major track, nine courses are required. Students take these six required courses (24 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)
- One of the following:
  - Creative Writing in Italian (ITAL-UA 103)
  - Advanced Composition (ITAL-UA 105)
- Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish-Speaking Students (SPAN-UA 111)
- Advanced Conversation (SPAN-UA 101)
- Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200)

One of the following Italian courses (4 points):

- Readings in Medieval and Renaissance Literature (ITAL-UA 115)
- Readings in Modern Italian Literature (ITAL-UA 116)
- Introduction to the Middle Ages (ITAL-UA 117)

One advanced course in Spanish (4 points), selected in consultation with the directors of undergraduate studies in the Department of Spanish and Portuguese.

The ninth and final course for this combination is one advanced course (4 points) in either Italian or Spanish, selected in consultation with the directors of undergraduate studies in the language departments.

Note: Students who take Advanced Spanish for Spanish Speakers (SPAN-UA 111) may not take Advanced Conversation (SPAN-UA 101). They choose a substitute from the upper-level offerings of the Department of Spanish and Portuguese, with the advice of the director of undergraduate studies.

Italian and Portuguese
For this major track, nine courses are required. The core Italian requirements (three courses, 12 points) are identical to those in the Italian and Spanish combination. Of the remaining six courses (24 points), at least four (16 points) must be in Portuguese past the intermediate level. The other two courses (8 points) may both be in advanced Italian, or one in advanced Italian and one in advanced Portuguese, ensuring that students complete five courses in one language and four in the other. Advanced courses are selected in consultation with the directors of undergraduate studies in the language departments.

Spanish and Portuguese
For this major track, nine courses are required. Students take these three required courses (12 points) in Spanish:

- Advanced Grammar and Composition (SPAN-UA 100) or Advanced Spanish for Spanish-Speaking Students (SPAN-UA 111)
- Advanced Conversation (SPAN-UA 101)
- Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200)

Of the remaining six courses (24 points), at least four (16 points) must be in Portuguese past the intermediate level. The other two courses (8 points) may both be in advanced Spanish, or one in advanced Spanish and one
MAJOR IN ROMANCE LANGUAGES

in advanced Portuguese, ensuring that students complete five courses in one language and four in the other. Advanced courses are selected in consultation with the director of undergraduate studies in the Department of Spanish and Portuguese.

Note: Students who take Advanced Spanish for Spanish Speakers (SPAN-UA 111) may not take Advanced Conversation (SPAN-UA 101). They choose a substitute from the upper-level offerings of the Department of Spanish and Portuguese, with the advice of the director of undergraduate studies.

Honors in Romance Languages

Eligibility
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 such residence.) The student must maintain a cumulative GPA of at least 3.65 and a major average of 3.65 or higher. 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.
Russian majors can register for independent study and/or internships. (See the requirements under “Independent Study” and “Internships” later in this section.) 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” later in this section.)
Minor
The minor comprises four 4-point courses (16 points). Students declaring the minor must have proficiency in Russian or Czech above the Elementary II level. (Russian Grammar and Composition I and II and Intermediate Russian I and II do not count toward the minor.) At least 8 points out of the required 16 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/programs, with departmental permission. The Morse Academic Plan (MAP) Cultures and Context course on Russia (when offered) can count toward the Russian and Slavic studies minor with permission from the department’s director of undergraduate studies. Independent study is not open to minors.

Major and Minor for Transfer Students
Major
To obtain a major in Russian and Slavic studies from NYU, a transfer student must 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. (See the “Major” subheading earlier in this section.)

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. (See the “Minor” subheading earlier in this section.)

Registration
After transfer credits have been approved by the Office of Admissions, students should bring their transcripts to Senior Language Lecturer Irina Belodedova, the department’s director of undergraduate studies, to arrange a program of study.

Combined B.A./M.A. Program
The Department of Russian and Slavic Studies offers a five-year track leading to both a B.A. and an M.A. For more information, please contact the director of graduate studies.

Undergraduate Registration For Graduate Courses
Only undergraduates who are Russian and Slavic studies majors will be admitted to graduate courses in the department. A maximum of two graduate courses (8 points)—not taken in the same semester—may be counted toward the major.

Morse Academic Plan (MAP)
Courses in MAP taught by faculty in the Department of Russian and Slavic Studies may be accepted, under certain conditions, toward the undergraduate major or minor. Consult the director of undergraduate studies.

Independent Study
Credit for independent study (RUSSN-UA 997, 998) is available for Russian and Slavic studies majors only, up to a maximum of 8 points. Consult the director of undergraduate studies.

Internships
Credit for internships (RUSSN-UA 980) is available for undergraduate majors only, up to a maximum of 4 points. Consult the director of undergraduate studies.
**Honors Program**

Students wishing to pursue honors in the major must maintain at least a 3.65 average in all Russian 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.

**COURSES**

<table>
<thead>
<tr>
<th>Course Code/Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>RUSSN-UA 1</td>
<td>Offered in the fall. 4 points. Intended to give beginners a speaking and reading knowledge of the Russian language. Involves an introduction to the essentials of Russian grammar and the reading of graded texts, with special emphasis on the acquisition of an idiomatic conversational vocabulary. Combines the traditional grammatical approach with a conversational, inductive method.</td>
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<tr>
<td>RUSSN-UA 2</td>
<td>Prerequisite: Elementary Russian I (RUSSN-UA 1) or equivalent. Offered in the spring. 4 points. Continuation of beginner-level work.</td>
</tr>
<tr>
<td>RUSSN-UA 3</td>
<td>Prerequisite: Elementary Russian II (RUSSN-UA 2) or equivalent. Offered in the fall. 4 points. Grammar review, vocabulary building, and drills in spoken Russian.</td>
</tr>
<tr>
<td>RUSSN-UA 4</td>
<td>Prerequisite: Intermediate Russian II (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.</td>
</tr>
<tr>
<td>RUSSN-UA 5</td>
<td>Formerly Russian Grammar Review I. 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.</td>
</tr>
<tr>
<td>RUSSN-UA 6</td>
<td>Formerly Russian Grammar Review II. 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.</td>
</tr>
<tr>
<td>RUSSN-UA 107</td>
<td>Prerequisite: Intermediate Russian II (RUSSN-UA 4), Russian Grammar and Composition II (RUSSN-UA 6), or equivalent. Offered in the fall. 4 points.</td>
</tr>
<tr>
<td>RUSSN-UA 108</td>
<td>Prerequisite: Intermediate Russian II (RUSSN-UA 4), Russian Grammar and Composition II (RUSSN-UA 6), or equivalent. Offered in the spring. 4 points.</td>
</tr>
<tr>
<td>RUSSN-UA 109</td>
<td>Formerly RUSSN-UA 111. Prerequisite: Intermediate Russian II (RUSSN-UA 4), Russian Grammar and Composition II (RUSSN-UA 6), or equivalent. Offered in the fall. 4 points.</td>
</tr>
<tr>
<td>RUSSN-UA 201, 202</td>
<td>Offered in the fall and spring, respectively. 4 points per term. Introduction to the basic skills: speaking and</td>
</tr>
</tbody>
</table>

**Literature and Civilization Courses**

All courses are conducted in English unless otherwise noted.

**Introduction to Russian Literature I**
RUSSN-UA 811  *Offered in the fall.* 4 points.  
A survey of the Russian literature of the first half of the 19th century, from romanticism to the beginning of realism. The reading list includes major works by Pushkin, Lermontov, Gogol, and Dostoevsky. All works are read in translation.

**Introduction to Russian Literature II**
RUSSN-UA 812  *Offered in the spring.* 4 points.  
A survey of the Russian literature of the second half of the 19th century, as well as selected works from the period between 1900 and 1917. Authors covered include Dostoevsky, Turgenev, Tolstoy, and Chekhov. All works are read in translation.

**Gogol**
RUSSN-UA 828  *Offered every other year.* 4 points.  
A critical examination of the great Ukrainian-Russian humorist's short stories and of his unfinished novel *Dead Souls.*

**Contemporary Central and East European Literature**
RUSSN-UA 832  *Offered every other year.* Borenstein. 4 points.  
An examination of contemporary novels and short stories from Central and Eastern Europe (Poland, the former Czechoslovakia, the former Yugoslavia, Albania, and Hungary), primarily the literature of the last 50 years. The problems of “minor” literature, postmodernism, and the attempt to articulate “authentic” experience are emphasized. Authors read include Kafka, Kundera, Hrabal, Kosinski, Schulz, Gombrowicz, Kristof, Kadare, Kis, Pavic, and Ugresvi. All works are read in translation.

**Utopia, Apocalypse, and the Millennium**
RUSSN-UA 833  *Offered every other year.* Borenstein. 4 points.  
The development of utopianism in literature, philosophy, and political theory, as well as attempts to put utopian theory into action. What does it mean to posit a perfect world, and what is the relationship between such an ideal world and our less-than-perfect reality? What are the impulses behind anti-utopianism? The recent resurgence of utopianism and apocalypticism is examined (for example, millenarian “cults,” the millennium bug). Readings include Plato, More, Bellamy, Dostoevsky, Marx, Zamyatin, Orwell, Huxley, LeGuin, and Revelation.

**Chekhov**
RUSSN-UA 837  *Offered every other year.* 4 points.  
Study of major techniques in Chekhov’s short story writing; analysis of his influence on the development of the Russian and European novella; a close analysis of Chekhov’s drama (*Three Sisters, The Cherry Orchard, and Uncle Vanya*) and its impact on Russian playwrights of the 20th century, as well as its relation to the development of Stanislavsky’s Moscow Art Theatre.

**Dostoevsky**
RUSSN-UA 839  *Offered every other year.* 4 points.  
The major philosophical and religious themes of Dostoevsky as they are reflected in his works. *Notes from the Underground, Crime and Punishment, The Idiot, The Brothers Karamazov,* and major short stories form the main part of the course. Examines Dostoevsky’s concepts of freedom, history, and Christianity.

**Theory of the Avant-Garde, East and West, 1890–1930**
RUSSN-UA 841  Identical to COLIT-UA 841, ENGL-UA 730. *Offered every other year.* 4 points.  
Theory and practice of the European avant-garde in art and literature, 1890–1930. General cultural and historical approach to the avant-garde, with close readings of some of its key productions. Topics: cubism, Italian futurism, Russian cubo-futurism, imagism and vorticism, dadaism, constructivism, and surrealism. Stresses aesthetic, historical, and political interconnections between the Russian avant-garde and the West. Readings are in English, but comparative literature majors are encouraged to read works in the original language.

**Russian Literature in the Original I**
RUSSN-UA 847  *Prerequisite: at least one semester of Advanced Russian or near-native fluency in Russian.*  
*Offered in the fall.* 4 points.  
Students read Russian prose and poetry in the original language. Class discussions and papers are also in Russian.

**Russian Literature in the Original II**
RUSSN-UA 848  *Prerequisite: at least one semester of Advanced Russian or near-native fluency in Russian.*  
*Offered in the spring.* 4 points.  
Students read Russian prose and poetry in the
original language. Class discussions and papers are also in Russian.

**Introduction to Soviet Cinema**
RUSSN-UA 850  Offered every year. lampolski. 4 points.
An examination of the history of Russian cinema from its beginnings. The main focus is on landmarks of cinematic art and on the cultural specificity of Russian cinema. The survey also includes questions of cinema and politics (cinema as a propaganda tool), and cinema and the market. Artists discussed include Eisenstein, Vertov, Pudovkin, Kuleshov, Barnet, Shub, Kozintsev, Trauberg, and Tarkovsky. Topics include cinema and revolution, the cinema of the Russian avant-garde and constructivism, cinema and totalitarianism, and socialist realism in film.

**Soviet and Post-Soviet Literature**
RUSSN-UA 852  Offered every other year. 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. After the 1917 revolution, Bolshevik ideology held that the Old World would be utterly destroyed, to be replaced by a new society populated by New Soviet Men. The experience of Russia in the 20th century can be viewed as the failed attempt to put radical theory into everyday practice, a grand scheme of social engineering that would inevitably be reflected in the country's literature.

**Legacies of Serfdom and Slavery in Russian and American Literature**
RUSSN-UA 854  Offered every other year. Lounsbery. 4 points.
Readings and discussions address how American slaves and Russian serfs wrote and were written about in the two countries' literary traditions. Topics include both the ways in which subjugated people attempted to represent themselves to the dominant culture and the difficulties that members of the dominant culture confronted in writing about people whose experiences were largely inaccessible to them. Particular attention is paid to how categories such as “slave,” “peasant,” “white,” and “black” have changed over time and to how unfree people worked to turn what were perceived as cultural lacks into aesthetic advantages.

**20th-Century Russia: Terror, Survival, and Beautiful Dreams**
RUSSN-UA 859  Offered every other year. 4 points.
Encompasses the last years of the tsars and the Russian Revolution. Major events and phenomena are carefully analyzed through general readings and use of diverse media such as film, literature, visual art, and music: Lenin and communism; Stalinism; the Second World War; the end of Communism and the transition to capitalism. Paradox is at the center of this analysis: a fundamentally humanistic ideology of Communism produced one of the most murderous regimes of the century; an international movement became increasingly chauvinistic and nationalistic; a full-blown welfare state also oppressed its population in unprecedented ways.

**The Unquiet Dead: Imagining the Afterlife in Film and Fiction**
RUSSN-UA 870  Offered every other year. 4 points.
Explores the connections between narrative and imagined scenarios for the afterlife. As we examine the literary and cinematic treatments of vampires, ghosts, zombies, and, in particular, posthumous narrators, we will look at the political and ideological deployment of afterlife narratives, investigating questions of cultural and sexual purity, collective guilt, and socioeconomic anxiety. Particular attention is paid to the folklore and fiction of the Slavic world, as well as to contemporary American reinterpretations. Readings will include texts by Nabokov, Gogol, Ovid, Stoker, and Morrison, accompanied by selected films.

**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 obtain internship credit by working with Russian language students and assisting language instructors. See 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 an undergraduate major (not toward a minor). Before registering, students must submit a one-page typed description of the proposed project to the director of undergraduate studies and the proposed faculty sponsor.
Science and Society

The minor in science and society requires four 4-point courses (16 points). All minors take the core course, *Introduction to Science and Society* (HIST-UA 300), and then choose three other courses from an approved list.

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*.

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.

**Director**
Professor Jackson (Gallatin/Polytechnic)

**Steering Committee**
Associate Professor Appuhn (College of Arts and Science), Professor Jackson (Gallatin/Polytechnic), Assistant Professor Mills (Steinhardt)

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 Polytechnic Institute of NYU, and the Steinhardt School of Culture, Education, and Human Development. 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, esthetics, and indeed 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 esthetics? What, if anything, is the difference between a machine and a human? How does nature have a history?

**PROGRAM**

The minor in science and society requires four 4-point courses (16 points). All minors take the core course, *Introduction to Science and Society* (HIST-UA 300), and then choose three other courses from an approved list.

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 also strongly encouraged to take courses in the various schools throughout NYU contributing to the minor. This will expose them to a plethora of diverse pedagogical experiences and greatly enhance co-learning. 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.

**COURSES**

**Core Course**

*Introduction to Science and Society*

HIST-UA 300  *Jackson, 4 points.*

Introduces 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 toolkit in investigating scientific, technological, and medical knowledge. Invites students to think synthetically, organically, and creatively across several disciplines.
MINOR IN SCIENCE AND SOCIETY

Elective Courses

COLLEGE OF ARTS AND SCIENCE

Medical Anthropology
ANTH-UA 35 4 points.

Computers in Society
CSCI-UA 1 4 points.

Artificial Intelligence
CSCI-UA 472 4 points.

History of Ecology and Environmentalism
ENVST-UA 425 4 points.

Disease in American History
FRSEM-UA 418 4 points.

Environmental History of the Early Modern World
HIST-UA 115 4 points.

Premodern Science
HIST-UA 135 4 points.

Topics: History of Sexual and Reproductive Politics
HIST-UA 175 4 points.

History of Western Medicine
HIST-UA 202 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: American Environmental History
HIST-UA 750 4 points.

Journalism and Society: Covering the Earth
JOUR-UA 503 4 points.

Philosophy of Science
PHIL-UA 90 4 points.

Philosophy of Biology
PHIL-UA 91 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.

POLYTECHNIC INSTITUTE OF NYU

The History of Light
HI 2243 3 points.

From Heat Engines to Black Holes
HI 2253 3 points.

Physics and Society
HUSS 2223 3 points.

Space and Spacetime
PL 2273 3 points.

Philosophy of Relativity
PL 2283 3 points.

Philosophy of Quantum Mechanics
PL 2293 3 points.
### MINOR IN SCIENCE AND SOCIETY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Philosophy of Science</td>
<td>3 points</td>
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<tr>
<td>Physics, Information, and Computation</td>
<td>3 points</td>
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<tr>
<td>History and Philosophy of Internet Technology</td>
<td>3 points</td>
</tr>
<tr>
<td>Magic, Medicine, and Science</td>
<td>3 points</td>
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<tr>
<td>Biology and Society</td>
<td>3 points</td>
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<tr>
<td>The Rhetoric of Science</td>
<td>3 points</td>
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<tr>
<td>Science and Sexuality</td>
<td>3 points</td>
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<tr>
<td>Seminar in Science and Technology Studies</td>
<td>3 points</td>
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<tr>
<td>Science and Technology in the Literary Sphere</td>
<td>3 points</td>
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<tr>
<td>Hypermedia in Context</td>
<td>3 points</td>
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<tr>
<td>Humans, Machines, and Aesthetics</td>
<td>3 points</td>
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<tr>
<td>Science and Difference</td>
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### STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

<table>
<thead>
<tr>
<th>Course</th>
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<td>Food and Agriculture in the 20th Century</td>
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<tr>
<td>Food and Nutrition in a Global Society</td>
<td>4 points</td>
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<tr>
<td>Science in the Community</td>
<td>4 points</td>
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<tr>
<td>Disability, Technology, and Media</td>
<td>4 points</td>
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<tr>
<td>On the Phone: Telephone and Mobile Communication Technology</td>
<td>4 points</td>
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<tr>
<td>Visual Culture of Science and Technology</td>
<td>4 points</td>
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<tr>
<td>Food Science and Technology</td>
<td>4 points</td>
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<tr>
<td>Health and Society: Introduction to Public Health</td>
<td>4 points</td>
</tr>
<tr>
<td>Environmental Health, Social Movements, and Public Policy</td>
<td>4 points</td>
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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 new major enables a small number of very capable and highly motivated students to pursue a plan of study that brings together courses from more than one CAS department or program. 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 Honors Committee.

The self-designed honors major differs from the individualized major that the Gallatin School offers in several ways: (1) these two NYU schools have distinct admissions criteria, general education curricula, and other requirements; (2) this CAS major serves students who can realize their interdisciplinary goals within CAS (except for the 16 credits of non-CAS courses that CAS already permits), whereas Gallatin students draw heavily on courses from several NYU schools; and (3) this CAS major is an honors major, which has prerequisites for entry (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.
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 among individuals, groups, institutions, and governments. In the department, a commitment to historical inquiry coexists with applied knowledge about such modern developments as intensified urbanization, transnational trade and exchange, and migration of peoples.

SCA houses and integrates the activities of six interdisciplinary programs—Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies—along with the range of degrees and concentrations offered in these programs. In their teaching and research, SCA students and faculty are encouraged to make intersectional links between the areas of interest on which the programs focus. New York City is a crucible for the department’s work, both in its community orientation and its connections to global networks.

Study in SCA thus provides excellent background for careers in such fields as community organizing, legal advocacy, nonprofit administration, public policy, and urban and regional planning, among many others. SCA students can elect to major in social and cultural analysis or to major or minor in one of the following interdisciplinary programs within the department: Africana Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, or Metropolitan Studies. The department also offers a minor in American Studies. For detailed information, see the entries for these individual programs in this Bulletin.

### FACULTY

- **Erich Maria Remarque Professor of Literature**
  - Harper

- **Silver Professor; Professor of Spanish and Portuguese**
  - Pratt

- **Lucie Stern Professor in the Social Sciences and Professor of Anthropology**
  - Rosaldo

- **Professors**
  - Dash, Dávila, Dinshaw, Duggan, Flores, Molotch, Morgan, Ross, Stacey, Walkowitz, White, Willis

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

- **Assistant Professors/Faculty Fellow**
  - Rademacher, Ralph
  - Heredia

### PROGRAM

#### Major

The major in social and cultural analysis consists of introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as described below. Students choose two of the six program areas within SCA and concentrate their introductory and elective courses in these areas: Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, or Metropolitan Studies.

Three introductory courses (can be taken in any order):

- Concepts in Social and Cultural Analysis (SCA-UA 1), an introduction to key terms and analytical categories for interdisciplinary work in social and cultural analysis and related fields, is a required introductory course. This course fulfills the Societies and the Social Sciences Morse Academic Plan (MAP) requirement.

- In addition, two courses are required from among the following introductory offerings:
Beyond the three introductory courses, six elective courses are required, to be distributed across two of the six different programs within the department (Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies).

Finally, two research courses are required:

- Internship Fieldwork (SCA-UA 40) and Internship Seminar (SCA-UA 42), pertinent to social and cultural analysis
- Senior Research Seminar (SCA-UA 90), pertinent to social and cultural analysis

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

Minor
The minor in Social and Cultural Analysis requires five courses: the introductory course Concepts in Social and Cultural Analysis (SCA-UA 1), plus four additional courses selected from SCA department offerings.

Honors
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 http://sca.as.nyu.edu/object/sca.related.honors.

COURSES

Introductory Course

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

Research Core

Senior Research Seminar
SCA-UA 90  Prerequisites: SCA-UA 1 and one of the following introductory courses: SCA-UA 101, SCA-UA 201, SCA-UA 301, SCA-UA 401, SCA-UA 501, or SCA-UA 601. 4 points.
An advanced research course in which students work individually and/or collaboratively on a research project pertaining to the major in social and cultural analysis or the programs in Africana Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, or Metropolitan Studies. Majors should enroll in the fall semester of their senior year.

**Honors Track**

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

**Internship Program**

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

**Internship Seminar**
SCA-UA 42  Corequisite: Internship Fieldwork (SCA-UA 40). Prerequisites: majors must have taken one introductory course and one elective. Open to juniors and seniors. Interview and permission of the director of internships required. 2 points.

The internship complements and enhances the formal course work of the SCA 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.

**Elective Courses within SCA Programs**

Please see descriptions of (and prerequisites for) elective courses under the following headings in this Bulletin:

- Africana Studies
- American Studies
- Asian/Pacific/American Studies
- Gender and Sexuality Studies
- Latino Studies
- Metropolitan Studies
C. Wright Mills once defined sociology as the intersection of history and biography. That is, sociology studies the ways that social structures and interactions shape human experience. Sociologists seek to understand the full range of social institutions and practices, from the dynamics of couples and small groups to the shape of institutions such as the church, occupations, and the family to the functioning of communities, cities, and whole societies. Sociological methods of research are diverse, ranging from the quantitative analysis of large surveys to qualitative approaches, such as in-depth interviewing, participant observation, and historical investigation.

The Department of Sociology at NYU reflects the diversity of the discipline. The faculty includes experts in deviance, law, and crime; organizations, occupations, and work; politics, social protest, and social policy; education, inequality, and social mobility; culture, art, and mass media; urban community and the global city; and sex, gender, and the family. The department encourages students to study issues from a variety of perspectives and to develop a “sociological imagination” that enables them to analyze social arrangements and problems. Whether the goal is to become an informed citizen or an expert in a special field, the department offers the tools and knowledge to help students make sense of the world around them.

## PROGRAM

### Major

The sociology major consists of nine 4-point courses (36 points). Students majoring in sociology must fulfill the following requirements:

- One introductory course chosen from the following:
  - Introduction to Sociology (SOC-UA 1)
  - Introduction to Sociology: Honors (SOC-UA 2)
  - Great Books in Sociology (SOC-UA 3)
- Research Methods (SOC-UA 301)
- Statistics for Social Research (SOC-UA 302)
- Sociological Theory (SOC-UA 111)
- Two advanced seminars chosen from: SOC-UA 934, 936, 937, 938. When offered, Research Practicum in Qualitative Methods (SOC-UA 801) may substitute for one of the seminars.
- Three electives in sociology

Students must earn grades of C or better in their major courses. Of the nine courses required for the major, transfer students must take at least five (20 points) here in the College of Arts and Science.
**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) here 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 their senior year, all honors students register for the first term of the Senior Honors Research Seminar (SOC-UA 950), in which they develop and structure their research projects. The faculty member teaching the course assists the students in finding substantive and methodological advisers among the faculty.

Students complete their thesis in the spring semester of senior year. They register for the second term of the 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.

Honors students are also encouraged to take graduate courses when appropriate. These courses should stimulate and deepen understanding of sociology and enhance the quality of the final thesis. This should be done in consultation with their advisers.

**Social Theory Honors Program**

Students in this specialized honors program take a graduate social theory course in place of one elective course.

**Advanced Social Research Methods Honors Program**

Students in this specialized honors program take a graduate methods or statistics course in place of one elective course.

The courses listed below are open to all interested students. There are no prerequisites unless otherwise specified.

**Introduction to Sociological Analysis**

**Introduction to Sociology**

SOC-UA 1  *Offered every semester.* Arum, Conley, Lehman, Marwell, Molotch. 4 points.

Survey of the field of sociology: its basic concepts, theories, and research orientation. Threshold course that provides the student with insights into the social factors in human life. Topics include social interaction, socialization, culture, social structure, stratification, political power, deviance, social institutions, and social change.

**Introduction to Sociology**

SOC-UA 2  *Honors course. Offered every two years.* Lehman, Persell. 4 points.

How sociologists view the world compared to common-sense understandings. Exposes students to the intellectual strategies at the center of modern sociology, but also shows that sociological analysis does not occur in a historical vacuum. Sociology attempts to explain events, but it is also a historical product like other human belief systems. 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. Recommended for students who would like to be challenged.

**Great Books in Sociology**

SOC-UA 3  *Offered every three years.* Chibber, Corradi, Goodwin. 4 points.

Original thinkers in sociology—their pathbreaking works and challenging views. Critical explanation and analysis of the principles and main themes of sociology as they appear in these works. Topics include the social bases of knowledge, the development of urban societies, social structure and movements, group conflict, bureaucratic organization, the nature of authority, the social roots of human nature, suicide, power and politics, and race, class, and gender.
**Methods of Inquiry**

Research Methods  
SOC-UA 301 Offered every semester. Arum, Conley, Gerson, Haney, Jackson, Maisel, Morning. 4 points.  
Examines the several methodologies employed in sociological analysis. Studies the relationship between the sociological question raised and the method employed. Some methods covered include survey design and analysis, unobtrusive measures, historical sociology, interviews, content analysis, and participant observation. Introduction to methods of quantitative data processing.

**Statistics for Social Research**  
SOC-UA 302 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. Conley, Greenberg, 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. Corradi, Ertman, Goodwin, Lukes. 4 points.  
Examines the nature of sociological theory and the value of and problems in theorizing. Provides a detailed analysis of the writings of major social theorists since the 19th century in both Europe and America: Toqueville, 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, Duster, 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.  
Examines the making of criminal laws and their enforcement by police, courts, prisons, probation and parole, and other agencies. Criminal behavior systems, theories of crime and delinquency causation, victimization, corporate and governmental crime, and crime in the mass media. Policy questions.

**Social Psychology and Communications**

Communication Systems in Modern Societies  
SOC-UA 118 Offered every three years. Maisel. 4 points.  
The media and mass communication in social context. Deals primarily with contemporary American media: television, radio, newspapers, magazines, and film. Formal and informal patterns of media control, content, audiences, and effect. The persuasive power of the media, the role of the media in elections, and the effects on crime and violence. Does not deal with instructional media or aesthetic criticism.

Social Psychology  
SOC-UA 201 Offered every three years. Horowitz. 4 points.  
Examines emotional experience and expression; language and communication; self, identity, and biography; time conceptions, experiences, and practices; and the variations in the character of the “individual,” historically and culturally. Each area of discussion and analysis is concerned with processes of social interaction, social organization, and the socialization of persons. Focuses special attention on organizational, historical, and ideological contexts.

**Sex, Gender, and the Family**

Sex and Gender  
SOC-UA 21 Identical to SCA-UA 704. Offered every year. Gerson, Haney, Jackson, Stacey. 4 points.  
What forms does gender inequality take, and how can it best be explained? How and why are
the relations between women and men changing? What are the most important social, political, and economic consequences of this "gender revolution"? The course provides answers to these questions by examining a range of theories about gender in light of empirical findings about women's and men's behavior.

**The Family**
SOC-UA 451 Identical to SCA-UA 724. Offered every year. Gerson, Wu. 4 points.
Introduction to the sociology of family life. Addresses a range of questions: What is the relationship between family life and social arrangements outside the family (for example, in the workplace, the economy, the government)? How is the division of labor in the family related to gender, age, class, and ethnic inequality? Why and how have families changed historically? What are the contours of contemporary American families, and why are they changing?

**Childhood**
SOC-UA 465 Offered every two years. Heyns. 4 points.
Explores the theories of Ariès, Rousseau, and Locke to understand and compare children as miniature adults, as symbolic figures representing the state of nature or innocence, and as essential to the discourse and limits of human rights. Examines the origins and development of services for children, beginning with juvenile courts, children's hospitals, asylums for orphans, and homes for the dependent in 19th-century America. Aims to enlarge our vision of childhood by examining diverse institutions and practitioners in the public realm, beyond families and schools. Compares the emergence and development of specialized services for children with other forms of professionalism, particularly in medicine, law, and social welfare.

**Sexual Diversity in Society**
SOC-UA 511 Identical to SCA-UA 725. Offered every year. Greenberg, Stacey. 4 points.
Variation in human sexuality. Explores the social nature of sexual expression and how one arrives at erotic object choice and identity. Past and contemporary explanations for sexual variation. Heterosexuality, homosexuality, bisexuality, transvestism, transgenderism, incest, sadomasochism, rape, prostitution, and pornography. Origin of sexual norms and prejudices. Lifestyles in the social worlds of sexual minorities. Problems of sexual minorities in such institutions as religion, marriage, polity, economy, military, prison, and laws. The politics of sex.

**Organizations, Occupations, and Work**
**Work and Careers in the Modern World**
SOC-UA 412 Offered every three years. Heyns. 4 points.
Evaluation of definitions, nature, and development of occupations and professions. Occupational associations such as guilds, trade associations, and labor unions. Individual personalities and their relations to occupational identities; concepts of mobility; career and career patterns; how occupations maintain control over members’ behavior; how they relate to the wider community; and how they influence family patterns, lifestyle, and leisure time.

**Inequality and Power in Modern Societies**
**Race and Ethnicity**
SOC-UA 135 Identical to SCA-UA 803. Offered every year. Conley, Duster, Morning, Sharkey. 4 points.
The major racial, religious, and nationality groups in the United States. The social meaning of the concept “race.” Emphasizing social and cultural factors, the course discusses leading theories on sources of prejudice and discrimination. Considers the changing place of minority groups in the stratification structure, cultural patterns of various minority groups, factors affecting the degree of acculturation and assimilation, social consequences of prejudice for dominant and minority groups, and theories and techniques relating to the decline of prejudice and discrimination.

**Wealth, Power, Status: Inequality in Society**
SOC-UA 137 Prerequisite: Introduction to Sociology (SOC-UA 1) recommended but not required. Offered every year. Chibber, Conley, Heyns, Jackson, Manza, Torche. 4 points.
Sociological overview of the causes and consequences of social inequality. Topics include the concepts, theories, and measures of inequality; race, gender, and other caste systems; social mobility and social change; institutional supports for stratification, including family, schooling, and work; political power and the role of elites; and comparative patterns of inequality, including capitalist, socialist, and postsocialist societies.

**The American Ghetto**
SOC-UA 139 Offered every two years. Sharkey. 4 points.
Provides an orientation to classic and contemporary questions about cities. Examines four fundamental frameworks for explaining and interpreting different levels of urban life: experiential and psychological;
social and communal; ecological and spatial; and political and economic. Integrates these approaches into a study of evolving forms of urban inequality; the contested meaning of localism; the production and consumption of urban culture; the process of immigration; segregation and ghettoization; suburbanization, fragmentation, and sprawl; the problem of environmental injustice; the spread of insecurity related to disasters and perceived health crises; and the challenge of unchecked metropolitan growth.

Social Movements, Protest, and Conflict
SOC-UA 205  Offered every two years. Goodwin.
4 points.
Why and how do people form groups to change their society? Analyzes reformist, revolutionary, and nationalistic struggles; their typical patterns and cycles; and the role of leaders as well as symbols, slogans, and ideologies. Concentrates on recent social movements such as civil rights, feminism, ecology, the antinuclear movement, and the New Right; asks how these differ from workers’ movements. Examines reformist versus radical tendencies in political movements.

American Capitalism in Theory and Practice
SOC-UA 386  Offered every two years. Chibber.
4 points.
Investigates two governing principles of American society: the fact that it is a market society and the fact that it is a democracy. Examines how the fact of its being a capitalist democracy affects the distribution of goods, rights, and powers. Course themes discuss not only the question of whether capitalist markets are efficient, but also the question of whether market outcomes serve the ends of democracy and justice. Explores the ways in which efficiency can sometimes come into conflict with justice, and how just institutions can in turn have a beneficial impact on efficiency.

Politics, Power, and Society
SOC-UA 471  Offered every two years. Ertman, Goodwin, Lehman. 4 points.
The nature and dimensions of power in society. Theoretical and empirical material dealing with national power structures of the contemporary United States and with power in local communities. Topics include the iron law of oligarchy, theoretical and empirical considerations of democracy, totalitarianism, mass society theories, voting and political participation, the political and social dynamics of advanced and developing societies, and the political role of intellectuals. Considers selected models for political analysis.

The Sociology of Conflict and War
SOC-UA 472  No prerequisites, but is intended for students in their third or fourth year with some background in the humanities and the social sciences. Offered every other year. Corradi. 4 points.
Studies the premise that war is much more than a means to an end (a rational, if very brutal, activity intended to serve the interests of one group by destroying those who oppose that group). Mounds of evidence suggest that war exercises a powerful fascination that has its greatest impact on participants but is by no means limited to them. War, in short, is a complex web of affiliations and emotions. This course seeks to place war in the larger map of social conflict, to examine both the persistence of warfare and its historical transformations, and to interpret the cultures of war that have grown around its fatal attraction.

Education, Art, Religion, Culture, and Science

Education and Society
SOC-UA 415  Prerequisite: Introduction to Sociology (SOC-UA 1) recommended but not required. Offered every two years. Arum, Heyns. 4 points.
Examines the relationship between education and other societal institutions in America and other nations. Considers such educational ideas as IQ, merit, curriculum, tracking, and learning, as well as the bureaucratic organization of education as sociologically problematic. Analyzes the role of teachers, their expectations, and how they interact with students—particularly those of different social genders, classes, and ethnic groups.

Religion and Society
SOC-UA 432  Offered every two years. Marwell. 4 points.
Aims to examine the relationship between religion and society, not to assess the ultimate truth of any particular religion or religion in general. What is religion? How is it related to other institutions in society, like science and politics? Is terrorism a natural result of some religions? What do people gain from being religious? How do religions change over time?

Sociology of Music, Art, and Literature
SOC-UA 433  Offered every two years. Corradi, Ertman. 4 points.
Production, distribution, and consumption of music, art, and literature in their social contexts.

**Urban Communities, Population, and Ecology**

**Social Policy in Modern Societies**

SOC-UA 313  Heyns. 4 points.


**Sociology of Medicine**

SOC-UA 414  Offered every two years. Jennings. 4 points

Why do health and illness vary by class and race? Do early life experiences affect one’s chances of having a heart attack 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? This course uses a case-based approach to examine these questions and many others.

**Immigration**

SOC-UA 452  Offered every two years. Jasso. 4 points

After a brief historical study of immigration trends, this course focuses on the causes and processes of contemporary international migration; the economic incorporation of new immigrants into the U.S. economy; the participation and impact of immigrants on the political process; the formulation and practice of immigration law; intergroup relations between immigrants and native-born Americans; and the construction of new racial, ethnic, class, gender, and sexual identities.

**Cities, Communities, and Urban Life**

SOC-UA 460  Identical to SCA-UA 760. Offered every year. Horowitz, Klinenberg, Molotch. 4 points

Introduction to urban sociology. Historical development of American cities and theories about cities. Ongoing processes of urban community life. Are cities sites of individual opportunity and rich communal life, or are they sources of individual pathology and community decline? What social, economic, and political factors promote one outcome or the other? How do different groups fare in the urban context, and why?

**Comparative Sociology**

**Comparative Modern Societies**

SOC-UA 133  Offered every two years. Chibber, Corradi, Ertman, Haney. 4 points.

The theory and methodology of the study of modern societies and their major components. Examines several modern societies with different cultural backgrounds as case studies with respect to the theories and propositions learned. Attempts to synthesize sociologically the nature of modernity and its implications for the individual, his or her society, and the world.

**Social Policy and Social Problems**

**Social Policy in Modern Societies**

SOC-UA 313  Offered every two years. Haney, Heyns. 4 points.

Examination of the controversies and research concerning the development of welfare states and public social provision. Special attention to the U.S. public social spending system, in historical and comparative perspective. Explanations of developments in social policies and an assessment of their applicability to the American welfare state and those of other societies.

**Contemporary Social Problems**

SOC-UA 510  Offered every two years. Chibber, Dixon. 4 points.

Examination of some of the public problems Americans face today, as well as the tools we have for recognizing and attempting to solve them. Aims to create knowledgeable, critical citizens capable of understanding and contributing to public debates. Examines the political, economic, and cultural structures that generate and shape social problems.

**Topics Course**

**Topics in Sociology**

SOC-UA 970, 971  Variable content. Offered every year. 4 points per term.

**Seminars**

The Department of Sociology offers a number of seminars each semester. These seminars, with regular and visiting faculty, cover a wide range of topics. Recent seminars have included Sociology and Science Fiction; American Families in Transition; Gender, Politics, and Law; The Welfare State; The Sociology of Childhood; Human Nature and Social Institutions; Explaining September 11; and many others. Please consult the department for the seminars offered each semester.

**Advanced Seminar in Sociology**

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. See the student services administrator in the department for content and other information.

**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 and finding appropriate faculty advisers.

**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 on a specific topic of interest or geographical locale. There is a wide range of options. Students might choose, for instance, 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, history, political science, art history, literature, and two modern languages (Hindi and Urdu). Through a consortial exchange program with Columbia University, students may also study one of the region’s many modern or classical languages.

The minor in South Asian studies requires the completion of four 4-point courses (16 points) chosen in close consultation with the South Asian studies faculty adviser. 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 of either Hindi or Urdu, which cannot also be used to satisfy the CAS/MAP 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. At least two of the four non-language courses must be above the introductory level in their respective disciplines.

**Track C: Culture and Language**
This track combines Tracks A and B. Students must take two language courses at the intermediate level (provided that these courses are not also used to satisfy the CAS/MAP foreign language requirement) or advanced level, plus two non-language South Asian studies courses.

**Notes on the Minor**
One MAP Cultures and Contexts course on South Asia may be counted toward the non-language minor requirement (in Track B and C).

The South Asian studies faculty adviser will determine 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 or in an institution that is not part of an NYU exchange can be counted, with the adviser’s approval, after examining the syllabus and other documents related to that course, which students must provide.

Transfer students may be permitted to apply up to two transfer courses toward the minor, if such courses are reviewed and approved by the minor adviser.
MINOR IN SOUTH ASIAN STUDIES

COURSES

Note: This list is subject to change.

Anthropology
Anthropology of South Asia
ANTH-UA 104 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.

English
South Asian Literature in English
ENGL-UA 721 4 points.

History
Colonialism and Decolonization
HIST-UA 569 4 points.

Middle Eastern and Islamic Studies

LANGUAGE, LITERATURE, AND CULTURE COURSES THROUGH NYU

Elementary Urdu I and II
MEIS-UA 301, 302 4 points per term.
Intermediate Urdu I and II
MEIS-UA 303, 304 4 points per term.
Elementary Hindi I and II
MEIS-UA 405, 406 4 points per term.
Intermediate Hindi I and II
MEIS-UA 407, 408 4 points per term.
Advanced Hindi I and II
MEIS-UA 409, 410 4 points per term.

What Is Islam?
MEIS-UA 691 4 points.

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.

LANGUAGE COURSES THROUGH CONSORTIUM WITH COLUMBIA UNIVERSITY

Elementary/Intermediate Punjabi I and II
MEIS-UA 422 to MEIS-UA 425
Elementary/Intermediate Bengali I and II
MEIS-UA 426 to MEIS-UA 429
Elementary/Intermediate Tamil I and II
MEIS-UA 430 to MEIS-UA 433

Morse Academic Plan

Cultures and Contexts: India
MAP-UA 516 4 points.

Politics

Comparative Politics of South Asia
POL-UA 562 4 points.

Religious Studies

Religions of India
RELST-UA 337 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.

Liberal Studies

South Asian Cultures
SAGC-UF 1001 4 points.

Gallatin School of Individualized Study

Ancient Indian Literature
IDSEM-UG 1266 4 points.

South Asian Writers
IDSEM-UG 1335 4 points.

Tisch School of the Arts

Indian Cinemas
CINE-UT 105 4 points.
The department boasts one of the most prestigious and innovative programs in the country. It offers robust training in Spanish or Portuguese language combined with the interdisciplinary study of culture, emphasizing transcultural critical engagement with literature, art, film, performance, and philosophy from Spain, Latin America, and Latino/a migrant cultures around the world. The program teaches Spanish as both a global and local language: learning Spanish allows students to be lively interlocutors with Spanish speakers abroad, or with those here at home in New York City.

The department offers the following majors: Spanish and Latin American literatures and cultures, Luso-Brazilian language and literature, Latin American studies, Iberian studies, Romance languages, and Spanish and linguistics. Minors are offered in Spanish, Portuguese, Latin American studies, creative writing in Spanish, and Iberian studies. An honors program for highly qualified students culminates in the writing of an honors thesis during the student's senior year. Students majoring in the department are encouraged to participate in programs at NYU Madrid, or NYU Buenos Aires, or in one of NYU's exchange programs in Latin America. Students benefit from the department's frequent collaboration with NYU's Center for Latin American and Caribbean Studies, the King Juan Carlos I of Spain Center, and the Hemispheric Institute of Performance and Politics. In addition, students take advantage of a number of unique New York City resources, such as the Instituto Cervantes, the Hispanic Society of America, the Museo del Barrio, and the Repertorio Español.

**FACULTY**

**Professors Emeriti**
Anderson, Hughes, Martínez, Martins, Molloy, Pollin, Regalado

**Silver Professor; Professor of Spanish and Portuguese**
Pratt

**University Professor; Professor of Spanish and Portuguese**
Taylor

**Collegiate Professor; Associate Professor of Spanish and Portuguese**
Fernández

**Professors**
Krabbenhoft, Labanyi, Lezra, Subirats

**Associate Professors**
Basterra, Dopico, Dopico-Black, Fischer, Giorgi, Lane, Mendelson, Peixoto

**Assistant Professor**
Pearce

**Clinical Associate Professor**
Némethy

**Clinical Assistant Professors**
Dávila, Dreyfus, Zembrain, Zubierta

**Senior Language Lecturers**
Aiello, Ayres, Fil, Martínez, Veloso, Wozniak

**Language Lecturers**
Amelio, Augspach, Burrel-Diez, Cleves, Del Risco, Godoy, González, Hernandez, López-García, Pak, Segura, Truzman

**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**

**PROGRAM**

**Program in Portuguese**

**MAJOR**

**Luso-Brazilian Language and Literature**
Nine 4-point courses (36 points) in language, literature, and culture, conducted in Portuguese, beyond the intermediate level. Portuguese courses at the graduate level and related courses in other departments may also be counted toward the major with the permission of the director of undergraduate studies.

**MINOR**

Five 4-point courses (20 points) beyond the intermediate level, including 1000-level graduate courses, with the advice of the director of undergraduate studies.
Program in Spanish

MAJOR
Students 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 should discuss and plan their program of study with the director of undergraduate studies. Transfer students must complete at least five 4-point courses (20 points) toward the major while in residence at New York University.

Spanish and Latin American Literatures and Cultures
This major comprises nine 4-point courses (36 points) beyond the intermediate level, four of which are required:

• Advanced Grammar and Composition (SPAN-UA 100)
• Critical Approaches: Reading, Writing, and Textual 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 substitute one of these electives with one advanced language elective. Individual programs of study should be planned with and approved by the director of undergraduate studies.

Latin American Studies
This major comprises nine 4-point courses (36 points) that combine courses in the department with courses related to Latin America offered in other departments throughout the University, including anthropology, art history, cinema studies, comparative literature, economics, history, performance studies, politics, and sociology.

The major requires two foundation courses and seven electives. The foundation courses are as follows:

• The Iberian Atlantic (SPAN-UA 300)
• One introductory course on Latin America, either Cultural History of Latin America (SPAN-UA 305) or Cultures and Contexts: Latin America (MAP-UA 515)

The seven electives must be pertinent to the study of Latin America and are drawn from departments across the University.

In addition, students are required to demonstrate advanced knowledge of Spanish at the level of Advanced Grammar and Composition (SPAN-UA 100), as well as knowledge of either elementary Portuguese (at the level of PORT-UA 10 or PORT-UA 11) or of elementary Quechua (at the level of SPAN-UA 81). Individual programs of study should be planned with and approved by the director of undergraduate studies. For further details, see the Latin American Studies section of this bulletin.

Iberian Studies
This major comprises nine 4-point courses (36 points) that combine courses in the department with 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 foundation courses and six electives. The foundation courses are as follows:

• Critical Approaches: Reading, Writing, and Textual 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 substitute one advanced elective with one language course in Portuguese (PORT-UA 10, 11) or in another language of importance to the region, such as Catalan, Gallego, Basque/Euskara, Hebrew, Latin, and Arabic, or any advanced course in Portuguese. Individual programs of study should be planned with and approved by the director of undergraduate studies.

Romance Languages
See the Romance languages section of this Bulletin for details and requirements.
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 with the advice of the director of undergraduate studies, typically consisting of Advanced Grammar and Composition (SPAN-UA 100), Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200), and three more advanced courses.

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 28)
- Sound and Language (LING-UA 11)
- Grammatical Analysis (LING-UA 13)
- A total of two additional courses from two different fields of linguistics. (Please see linguistics in this Bulletin for numbers, titles, and descriptions of acceptable courses.)

MINOR
Students may complete a minor in Spanish by pursuing one of five minor tracks. All students who wish to minor in Spanish must register with the department.

Spanish
A minor consists of five 4-point courses (20 points) above the intermediate level. The five courses must include Advanced Grammar and Composition (SPAN-UA 100) and Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200). The remaining three courses are determined in consultation with the director of undergraduate studies. They may include one advanced language elective; the others must be culture or literature courses.

Latin American Studies
This interdisciplinary minor offers students the opportunity to incorporate an interest in Latin America into their overall course of study. 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 either Cultural History of Latin America (SPAN-UA 305) or Cultures and Contexts: Latin America (MAP-UA 515); they choose four additional courses in consultation with the director of undergraduate studies. In addition, students must demonstrate proficiency in Spanish, Portuguese, or Quechua, at the level of: Advanced Grammar and Composition (SPAN-UA 100), or advanced Portuguese (any course past the intermediate level), or elementary Quechua at the level of SPAN-UA 82. Language courses and advanced language electives do not count toward the 20 points required for the minor.

Iberian Studies
This interdisciplinary minor offers students the opportunity to incorporate an interest in Spain and/or Portugal into their overall course of study. 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 (MAP-UA 544); they choose four additional courses in consultation with the director of undergraduate studies. Students must demonstrate proficiency in Spanish at the level of Advanced Grammar and Composition (SPAN-UA 100). Language courses and advanced language electives do not count toward the 20 points required for the minor.

Literature in Translation
Students interested in this minor should see under literature in translation in this Bulletin. The courses in Spanish literature in translation are listed below under “Courses Conducted in English.”

Creative Writing
A minor consists of five 4-point courses (20 points), which include Introduction to Creative Writing in Spanish (SPAN-UA 225), one advanced writing workshop in poetry (SPAN-UA 320) and one in fiction (SPAN-UA 325), and two additional advanced courses focused on literature and conducted in Spanish.

Honors Program
Eligibility
To qualify for the honors program in the department, students must maintain at least a 3.65 general average and
a 3.65 major average. During their senior year, students 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, thus completing a yearlong colloquium for thesis writers. The honors thesis is an extended research paper written on a topic of the student’s choice related to his or her course of study and directed by a faculty adviser. The two-semester honors seminar sequence guides students through the process of researching and writing the thesis, covering such areas as choosing a topic, compiling a bibliography, conducting library and Web-based research, properly documenting sources, and developing research and writing methods for graduate- or professional-level study. Students interested in pursuing the honors program should consult with the director of undergraduate studies in the second semester of their junior year.

Requirements
Completion or simultaneous completion of the major requirements; successful completion of the two senior-year honors seminars; an honors thesis; and an oral presentation on the honors thesis and its bibliography. For general requirements, please see Honors and Awards in this Bulletin.

COURSES

PORTUGUESE

LANGUAGE COURSES
Elementary-level courses stress the structures and patterns that permit meaningful communication in and outside the classroom. The 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 MAP 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.

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.

Intermediate Portuguese I
PORT-UA 3 Prerequisite: Elementary Portuguese (PORT-UA 10), placement, or permission of the director of undergraduate studies. Continuation of PORT-UA 10. 4 points.

Intermediate Portuguese II
PORT-UA 4 Prerequisite: Intermediate Portuguese I (PORT-UA 3), placement, or permission of the director of undergraduate studies. Continuation of PORT-UA 3. 4 points.

BRAZILIAN AND PORTUGUESE STUDIES COURSES

When taught in Portuguese, the following courses have as a prerequisite Intermediate Portuguese II (PORT-UA 4) or permission of the director of undergraduate studies.

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. Focused on the adaptation of novels into film, this course provides an introduction to Brazilian literature (including the work of Machado de Assis, Graciliano Ramos, Mario de Andrade, João Guimarães 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). The course invites students to reflect on the theoretical and technical dimensions of adapting fiction to film. Conducted in Portuguese.

Narrating Poverty in Brazilian Literature and Film
PORT-UA 704 When cross-listed with Spanish, also carries the number SPAN-UA 706. Offered every other year. 4 points. Literary works in various genres (novels, autobiography, short stories) and Brazilian films (Cinema Novo and after, including documentaries), which narrate the experience of poverty. The course explores the politics and poetics of representing scarcity and deprivation in texts by Graciliano Ramos, Carolina Maria de Jesus, Clarice Lispector, Rubem Fonseca,
and Patricia Melo and in a range of films including *Barren Lives, The Scavengers, The Hour of the Star, Pixote, Bus 174, City of God, Babilônia 2000,* and *Black Orpheus.*

**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.

Brazilian documentary film-making and critical thinking about this genre from the 1990s to the present. Explores such issues as the 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 When conducted in English, this course is numbered PORT-UA 820. 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 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.

**Topics in Brazil Studies**

PORT-UA 850 When taught in English, carries the number PORT-UA 851. Offered every year. 4 points.

Special topics in Brazil Studies, 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. Available every semester. 2 or 4 points per term.

**Spanish**

**LANGUAGE COURSES**

**Placement in Spanish Language Courses**

The placement of students in Spanish language and literature courses is explained under “Placement Examinations” in the Academic Policies section of this Bulletin. To enroll in a Spanish language course, students must have taken the SAT Subject Test in Spanish Language or the placement examination administered by the University. Students from a Spanish-speaking background who wish to study the language may 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 written placement test in the department.

**Fulfillment of MAP Language Requirement**

Successful completion of Intermediate Spanish II (SPAN-UA 4) or Intensive Intermediate Spanish (SPAN-UA 20). Students from Spanish-speaking backgrounds complete Spanish for Spanish Speakers (SPAN-UA 11) or Advanced Spanish for Spanish Speakers (SPAN-UA 111).

**Admission to Courses Beyond 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 preparation for upper-level courses.

**Spanish for Beginners I**

SPAN-UA 1 Open to students with no previous training in Spanish and to others on assignment by placement test. 4 points.

Beginning course designed to teach the elements of Spanish grammar and language structure through a primarily oral approach. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom. After completion of this course, students take SPAN-UA 2. Students with a B+ or higher may enroll in Intensive Intermediate Spanish (SPAN-UA 10).

**Spanish for Beginners II**

SPAN-UA 2 Prerequisite: Spanish for Beginners I (SPAN-UA 1) or placement. Continuation of SPAN-UA 1. 4 points.

Focus is on the basic elements of Spanish grammar not covered in SPAN-UA 1. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom. After completion of this course, students take SPAN-UA 3. Students with a B+ or higher may enroll in Intensive Intermediate Spanish (SPAN-UA 10).
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. After completion of this course, students take SPAN-UA 4.

Intermediate Spanish II  
SPAN-UA 4  Prerequisite: Intermediate Spanish I (SPAN-UA 3) or placement. Continuation of SPAN-UA 3. 4 points.  
Readings and discussions of contemporary Hispanic texts and review of the main grammatical concepts of Spanish. Completion of this course fulfills the MAP foreign language requirement.

Intensive Elementary Spanish  
SPAN-UA 10  Open to students with some previous training in Spanish or other Romance language (one year of high school Spanish or the equivalent, or two years of high school French, Italian, or Latin) and to others on assignment by placement exam or in consultation with the director of the Spanish language program. 6 points.  
This is a one-semester intensive course that covers the equivalent of one year of elementary Spanish (SPAN-UA 1 and SPAN-UA 2). Students with a final grade of B+ or better in SPAN-UA 10 may enroll in SPAN-UA 20. Other students may continue to SPAN-UA 3.

Spanish for Spanish Speakers  
SPAN-UA 11  Prerequisite: permission of the director of the Spanish language program. Offered every semester. 4 points.  
An introductory course in Spanish designed for heritage speakers who understand spoken Spanish but need to further develop their speaking, reading, and writing skills. This course serves as a formal introduction to Spanish grammar. In addition to grammar and vocabulary review, this course incorporates cultural and literary readings in Spanish to develop written and oral communicational skills. Completion of this course fulfills the MAP foreign language requirement.

Advanced Language  
Advanced Grammar and Composition  
SPAN-UA 100  Prerequisite: Intermediate Spanish II (SPAN-UA 4), Intensive Intermediate Spanish (SPAN-UA 20), or permission of the director of the Spanish language program. For non-native speakers only. Spanish native speakers should register for SPAN-UA 111. Offered every semester. 4 points.

Advanced Spanish for Spanish-Speaking Students  
SPAN-UA 111  Prerequisite: Spanish for Spanish Speakers (SPAN-UA 11) or permission of the director of Spanish language programs. Offered every semester. 4 points.
For native and quasi-native speakers of Spanish with uneven formal training in the language.

**ADVANCED LANGUAGE ELECTIVES**

**Advanced Spanish Conversation**
SPAN-UA 101  Prerequisite: Advanced Grammar and Composition (SPAN-UA 100). Offered every semester. 4 points.
Intensive course in spoken Spanish, designed to give the student fluency in the use of idiomatic, everyday language as well as a comprehensive, practical vocabulary. For non-native speakers only.

**Advanced Spanish Conversation for the Medical Profession**
SPAN-UA 102  Prerequisite: Advanced Grammar and Composition (SPAN-UA 100), SAT II score of 720, or equivalent. Offered periodically. 4 points.
Designed to expand students’ speaking skills beyond the practical, day-to-day language functions in a medical context. The goal is a more complex and technical proficiency of 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.

**Introduction to Creative Writing in Spanish**
SPAN-UA 225  Prerequisite: Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200) or permission of the instructor. Offered every semester. 4 points.
Students reflect on the creative process while developing their own writing. Students read exemplary poems and short stories by Latin American and Spanish authors, and expand writing skills through related exercises.

**Advanced Poetry Workshop in Spanish**
SPAN-UA 320  Prerequisite: Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200) or permission of the instructor. Offered every other semester. 4 points.
Students refine their skills in poetry writing through collaborative work and individual guidance from the instructor, and through close reading of individual poems, excerpts from poetry collections, and complete books of poems written by contemporary Latin American and Spanish poets.

**Advanced Fiction and Nonfiction Workshop in Spanish**
SPAN-UA 325  Prerequisite: Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200) or permission of the instructor. Offered every other semester. 4 points.
Students refine their skills in fiction and nonfiction writing through close reading of short stories, a novel, and personal essays and excerpts from testimonies and autobiographies written by contemporary Latin American and Spanish authors. Fiction and nonfiction prose are studied side by side, to analyze specific techniques and structures of each particular form.

**FOUNDATION COURSES**

**Critical Approaches: Reading, Writing, and Textual Analysis**
SPAN-UA 200  Prerequisite: Advanced Grammar and Composition (SPAN-UA 100) or equivalent. Taught in Spanish. Offered every semester. 4 points.
Introduction to literary and cultural analysis through close reading of and writing about texts from Spain and Spanish America.

**The Iberian Atlantic**
SPAN-UA 300  No prerequisites. Taught in English, with one section available in Spanish. Offered every semester. 4 points.
Explores the Iberian Atlantic world, from Islamic Spain and indigenous America to the era of Spanish and Portuguese conquest and colonization, to understand how the Iberian Peninsula, Western Africa, and the Americas were tied to one another in a vast oceanic inter-culture.

**Cultural History of Latin America**
SPAN-UA 305  Prerequisite: Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200). Taught in Spanish. Offered once per year. 4 points.
Provides an introduction to 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. The course is organized around key concepts, which may vary by semester and by instructor.

**Cultural History of Spain**
SPAN-UA 310  Prerequisite: Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200). Taught in Spanish. Offered once per year. 4 points.
Provides an introduction to 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. The course is organized around key concepts, which may vary by semester and by instructor.

**ADVANCED COURSES**

When the following courses are taught in Spanish, they carry as a prerequisite Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200).

**Chronicles and Travel Literature of the Colonial World**

**SPAN-UA 273** Identical to MEDI-UA 273. Offered periodically. 4 points.

Chronicles of the encounter between Spain and non-European cultures. Diaries and memoirs of explorers and travelers such as Columbus, Bernal Díaz de Castillo, el Inca Garcilaso, and Cabeza de Vaca.

**Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas**

**SPAN-UA 370** Offered periodically. 4 points.

Texts from the Aztec, Inca, and Maya civilizations as expressions of their society, religion, and relationship with nature, as well as reflections of a highly developed aesthetic sensibility.

**Cervantes**

**SPAN-UA 371** Identical to MEDI-UA 335. Offered every other year. 4 points.

Close readings of the principal prose works, particularly *Don Quijote* and/or the *Novelas ejemplares*, supplemented by critical and historical readings. Special attention paid to questions of madness and desire, authorship, the seductions and the dangers of reading, the status of representation, the relation between history and truth, the Inquisition, Spanish imperialism, the New World, the Morisco expulsion, and more.

**Theatre and Poetry of the Spanish Golden Age**

**SPAN-UA 421** Offered every other year. 4 points.

Selected texts from Spain during the 16th and 17th centuries (traditionally considered the Golden Age of Spanish art and literature), read in the context of Counter-Reformation culture and Spain's changing place in early modern Europe. Authors include Garcilaso, Lope de Vega, Tirso de Molina, Calderón de la Barca, Quevedo, and Góngora. The course may be taught with a focus on theatre or poetry (or both).

**History of Spanish Art from 1890 to the Present**

**SPAN-UA 425** When taught in Spanish, carries the course number SPAN-UA 426. Offered every other year. 4 points.

Survey of the major artists, movements, and institutions that shaped Spanish art from the end of the 19th century to the end of the 20th, including Antoni Gaudí, Pablo Picasso, Joan Miró, Luis Buñuel, Salvador Dalí, Antoni Tàpies, Equipo Crónica, and Pedro Almodóvar. Themes include the reception of the European avant-garde; the debate between "pure" and "social" art; the use of history and myth in the construction of national artistic styles; center and periphery; and the role of academies, galleries, exhibitions, and cafés in the formation of artistic identities.

**See It, Read It: Photography and Discourse in Latin America**

**SPAN-UA 440** Offered every other year. 4 points.

An analysis of photography in relation to writing. The course explores the inherent tension in the photograph between its role as historical document or as artistic work through a study of the history of Latin American photography, and explores the impact of photography on writing through key 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** Offered periodically. 4 points.

Compares Cortázar's work with that of his contemporaries, establishing connections and influences among them, while at the same time studying the author's manipulation of high and low culture through his involvement with photography, painting, jazz, boxing, almanacs, and music.

**Topics in Spanish American Literature and Culture**

**SPAN-UA 550** Taught in Spanish. Prerequisite: Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200). When conducted in English, this course is numbered SPAN-UA 551. Offered every semester. 4 points.

Recent topics include New Borderlands in Latin America and Spain, Cultures of the Mexican Revolution, Myth and Literature, Hispanic Cities, Latin American Film, Intimacy and Precarity, Performance and Human Rights in Latin America, Literature and Animality, and Is Spanish One Language?
Transatlantic Avant-gardes: Sites of Modernity  
SPAN-UA 625 Offered every other year. 4 points.  
A study of mobility, travel, and cultural transmission in the artistic and literary avant-gardes of the 20th century in Europe and the Americas, with a focus on those sites in which vibrant transatlantic exchange took place among artists and writers from Spain and Latin America.

Modern Hispanic Cities  
SPAN-UA 650 Offered periodically. 4 points.  
Using an interdisciplinary, multimedia, and comparative approach, the course examines various cities in the Spanish-speaking world and their physical, spatial, literary, musical, and imaginary constructions. Cities covered may include Mexico City, Havana, Lima, Buenos Aires, San Juan, Madrid, Barcelona, and New York.

Fictions of Power in Spain and Latin America  
SPAN-UA 732 Offered periodically. 4 points.  
Details about the texts, authors, and films covered in any particular semester may be found on the department’s website and in course descriptions available in the department.

Literature and Film of the Cuban Revolution  
SPAN-UA 795 Offered every other year. 4 points.  

Topics in Peninsular Spanish Literature and Culture  
SPAN-UA 950 Taught in Spanish. Prerequisite: Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200). When conducted in English, this course is numbered SPAN-UA 951. Offered every semester. 4 points.  
Recent topics include Culture and Memory, Experimental Documentary from Spain, Researching the Abraham Lincoln Brigades, Spanish Romanticism, Poetics and Ethics, Spanish Cultural Studies, and 19th-Century Novels.

INTERNSHIP, HONORS, AND INDEPENDENT STUDY

Internship  
SPAN-UA 980, 981 Prerequisite: permission of the director of undergraduate studies. Open only to majors.  
Available every semester. 2 or 4 points per term.  
Course credit for internship projects in approved businesses, schools, social service agencies, and cultural or governmental offices. Supervised by the associate director of undergraduate studies.  
Interested students should apply to the department early in the semester before they wish to begin their internship.

Senior Honors Seminar  
SPAN-UA 995 Prerequisite: admission to the departmental honors program. Offered in the fall. 4 points.

Honors Thesis Seminar  
SPAN-UA 996 Prerequisites: admission to the departmental honors program and completion of Senior Honors Seminar (SPAN-UA 995). Offered in the spring. 4 points.

Independent Study  
SPAN-UA 997, 998 Prerequisite: permission of the director of undergraduate studies.  
Available every semester. 2 or 4 points per term.  
Majors who have completed preliminary requirements for the major (“foundation” courses) with a major grade point average of 3.5 may pursue directed research for 2 or 4 credits under the supervision of a professor in the department, in most cases a professor with whom they have previously taken an upper-level culture/literature course.

Graduate Courses Open to Undergraduates  
Courses at the 1000 level in the Graduate School of Arts and Science are open to seniors with a 3.6 major average who have taken three upper-level courses (12 points) in Spanish. If these courses are offered toward the completion of requirements for the baccalaureate degree, no advanced credit is allowed for them in the graduate school. Before registering for these courses, students must obtain the permission of the director of undergraduate studies.
Cross-School Minors

Cross-school minors offer students the opportunity to develop specializations in a number of non-liberal-arts fields through structured course work taken at other NYU schools. These minors, which are open to all students at the College of Arts and Science, are either partly or wholly composed of courses from participating schools, such as the Silver School of Social Work; the Steinhardt School of Culture, Education, and Human Development; the Stern School of Business; the Tisch School of the Arts; and the Wagner Graduate School of Public Service.

Students interested in pursuing a cross-school minor are encouraged to visit the department or program sponsoring the minor. Additional advising support is available in the Academic Resource Center (18 Washington Place). Students can declare the minor through Albert.

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 course work outside the College, students are encouraged to develop their course of study in consultation with a College adviser (and are limited to pursuing one cross-school minor). 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, Silver Center, Room 909; 212-998-8140.

The minors offered by other NYU schools and available to CAS students are listed on the NYU Undergraduate Advisement website: www.nyu.edu/ advisement / majors.minors / crossminors.html. For further information about the business studies, child and adolescent mental health studies, cinema studies, and law and society minors, please consult the relevant sections of this Bulletin.
Preprofessional, Accelerated, and Specialized Programs

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 Assistance Program counselor in the College offices (100 Washington Square East, 9th Floor).

Paid Internships

These are the most common form of internship. Jobs related to a student’s professional interests provide pay for the work that students are doing for the organization. Many companies and organizations provide part-time jobs that allow students to gain experience and to network in the field, while at the same time helping to alleviate the financial burden of being a college student. (Please note: Some for-profit companies ask students to volunteer, but allow it only if the student can earn academic credit. Many of these so-called internships do not relate directly to a student’s academic work and are not worthy of academic credit in a discipline. In these cases, the company should consider providing compensation for the work done by a student, thus making it a paid internship.)

Voluntary or Community Service

Certain organizations encourage students to work on a volunteer basis to gain experience and to provide needed assistance to the organization. This type of arrangement is common, for example, in government and not-for-profit organizations. Such internships are valued, sometimes even required, for admission to some professional schools, but the College awards no credit for them.

Credit-Bearing Internships

A few departments offer academic internships that directly advance a student’s knowledge in the academic discipline and thus earn course credit. Such academic internships must be sponsored by an appropriate faculty member through an academic department and normally require close faculty supervision, significant research in addition to the practical work experience, a reporting of findings, and a formal assessment of the student’s work. All such internships require permission of the department or program, and registration for them must be within the regular deadlines. Departments offering credit-bearing internships may restrict them to declared majors, since those students have the requisite background. Internship courses can be counted toward some majors but not toward others. Students should check relevant websites to learn more about the specific policies and procedures pertaining to credit-bearing internships in different CAS departments and programs.

Independent Study

In some 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.

PREHEALTH PROGRAM

The prehealth program in the College of Arts and Science is designed for any student who wishes to undertake preprofessional preparation for application to medical, dental, veterinary, osteopathic medical, optometry, podiatry, or other health professional schools. The program of study for a student interested in any of these areas minimally requires completion of the following courses: Principles of Biology I and II (BIOL-UA 11, 12); 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) and one elective from the English department; and Calculus I (MATH-UA 121). Some professional schools may recommend...
whether or not they should pursue this experience is twofold: students will be able to make an intelligent decision about whether or not they should pursue this profession, and admissions committees can see that an applicant is dedicated enough to find out about a particular profession and that he or she has made an attempt to become aware of both its positive and its negative aspects.

The College’s Preprofessional Center (Silver Center, 100 Washington Square East, Room 901; 212-998-8160) has an extensive evaluation process that enables the chair of the Committee on Recommendations to Schools of the Health Professions to write a letter of recommendation using information from as many sources as possible. Students preparing for the admissions tests and subsequent application undergo a committee interview process during the spring semester before application. Students are encouraged to keep in touch with the Preprofessional Center so that they are informed about deadlines for the interview process.

Students considering a career in one of the health professions are strongly urged to discuss this with their academic adviser as early as possible. Being “premed” is not a major, does not affect earning one’s degree, and is not an irrevocable commitment should the student change his or her mind. The Preprofessional Center will also advise students from other NYU divisions who wish to follow a prehealth curriculum. Much more detailed information about the undergraduate experience as a prehealth student, about health schools, and about the application process is available in the Preprofessional Center. Advisers there can help students at every stage of their prehealth careers.

ACCELERATED AND JOINT PROGRAMS IN PREHEALTH

Early Decision Program for Admission to New York University School of Medicine

Premedical students in the College of Arts and Science may make formal application to the School of Medicine before the regular opening date for applications. They will be notified of the School of Medicine’s decision by mid-July.

This program is open only to highly qualified, full-time CAS students whose first choice is the New York University School of Medicine. To be eligible, students must have completed approximately 90 points, as well as both the sophomore and junior years in the College, and, at the time of application, they must be making progress toward the satisfactory completion of their degree requirements. Those who apply under the early decision plan must commit themselves to attend the New York University School of Medicine if they are accepted. All applications will be handled through the Committee on Recommendations to Schools of the Health Professions in the College’s Preprofessional Center.

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 with a wide variety of intellectual pursuits and interests are encouraged to apply.

Students are admitted to the program as incoming freshmen and engage in academic studies and cocurricular activities that will prepare them for the dental school curriculum. They spend the first three years of the program at the College of Arts and Science, where they complete the Morse Academic Plan, the prehealth requirements, and an abbreviated biology major, for a total of 104 points. Students must maintain a minimum overall GPA of 3.2, as well as a major GPA of at least 3.4; in addition, grades of B or higher must be earned in all courses required for the abbreviated biology major. Students are also expected to participate in the program’s cocurricular activities, which are designed to enhance their understanding of the dental profession; these activities include special lectures, field trips, and cultural functions.

During 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.
BARBARA AND EVAN CHESLER PRELAW PROGRAM

Prospective law students are free to choose from the wide variety of courses offered at the College of Arts and Science. The College endorses the position of the Association of American Law Schools that a single “best” preparation for law school cannot be recommended. As a result, there is no prescribed prelaw curriculum.

Purpose of Prelaw Study

While the College considers the prescription of particular courses unwise, it does advise taking courses that require extensive reading, research, and writing. The College’s Morse Academic Plan is an excellent beginning 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 do extensive written work during the junior and senior years. No matter what one majors in, law schools value a well-rounded liberal arts education, so students should choose 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 (such as 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 services of the Preprofessional Center (Silver Center, 100 Washington Square East, Room 901; 212-998-8160) are available to students seeking consultation on general course selection, law school applications, and related issues. The office serves as a clearinghouse for the dean’s certification, required by a number of law schools as part of their admissions process. The Lawyer

ACCELERATED PROGRAMS LEADING TO GRADUATE AND PROFESSIONAL DEGREES


The College of Arts and Science and the Robert F. Wagner Graduate School of Public Service offer selected students the opportunity to earn the B.A. along with either a master’s in public administration (M.P.A.) or a master’s in urban planning (M.U.P.) in a shortened period of study. These programs combine the benefits of a broad liberal arts education at the undergraduate level with professional training at the graduate level.

CAS undergraduates in any major are eligible for the B.A./M.P.A. program. Students choose either Wagner’s public and nonprofit policy and management program or its health policy and management program and then further specialize within each program. CAS undergraduates in one of five relevant majors are eligible for the B.A./M.U.P. dual degree; the majors are economics, international relations, metropolitan studies, sociology, and urban design and architecture.

Admission to these programs is open to CAS students who have completed 75 points toward the B.A. with a GPA of 3.0 or higher and who have finished at least 32 of those points at the College. Formal application to the program is made in part through its College coordinator in the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130). Interested students should visit http://cas.nyu.edu/object/ug.academicprogram.bampa.

To gain the greatest benefit from the combined degree program, the student should complete, while still an undergraduate, 28 of the 60 points required for the M.P.A. or the M.U.P. This advanced standing can be earned by enrolling in approved courses at Wagner or by taking equivalent courses in CAS, a list of which may be obtained from the program coordinator or at the website above. The courses are selected in consultation with the College coordinator or with the Wagner coordinator. Metropolitan studies majors follow a course of study that allows them to take full advantage of the joint degree program. Interested students should speak with the director of undergraduate studies in metropolitan studies.

Admission to the BA/MPA or BA/MUP track does not guarantee admission to Wagner. CAS seniors must submit the Wagner graduate application prior to graduating from CAS, preferably in the fall of their senior year.

Accelerated Bachelor’s/Master’s Program (CAS and GSAS)

The College of Arts and Science and the Graduate School of Arts and Science offer students in many departments or programs the opportunity to earn both the bachelor’s degree and the master’s degree in a shorter period of time and at less cost than is normally the case.
CAS students may apply to the program once they have completed a minimum of 48 credits toward the bachelor's degree but not more than 96 credits or six semesters; they may not apply during the senior year. Participating departments set minimum GPA requirements for admission to and continuation in the program; neither may be below 3.5. The undergraduate courses required for entering the master's program, if any, are determined by the graduate department. In their remaining undergraduate semesters, students can accelerate by taking some graduate courses (which do not count toward B.A. requirements) during regular terms and/or during the summer. In the graduate portion of the program, they can qualify for a scholarship covering up to 50 percent of tuition for one year.

Students in the program must satisfy all of the requirements of both the bachelor's degree and the master's degree; there is no double-counting of courses. To complete the program in five years, students are required to finish at least a fourth of the master's requirements before the beginning of the fifth year.

Interested students should consult the relevant CAS department or program or the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130). They should also visit http://cas.nyu.edu/object/ug.academicprogram.bamasters.

Accelerated Bachelor's/Master's Teacher Education Programs (CAS and Steinhardt)

The College of Arts and Science and the Steinhardt School of Culture, Education, and Human Development offer students in certain majors the opportunity to earn the CAS B.A. along with a Steinhardt M.A. in secondary teacher education in a shortened period of study. The dual-degree combinations available to students are as follows:

- B.A. in biology/M.A. in teaching biology, grades 7-12
- B.A. in chemistry/M.A. in teaching chemistry, grades 7-12
- 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
- B.A. in physics/M.A. in teaching physics, grades 7-12

The B.A./M.A. programs of study allow CAS students to take graduate-level education courses while completing their majors and all other requirements of the baccalaureate degree. The M.A. in teaching is completed during a fifth year of study. Students who successfully complete the dual-degree program are eligible for initial teacher certification in New York State. A minimum 3.0 GPA is required for application. CAS students may apply after completing a minimum of three semesters in the College; transfer students must complete a minimum of one semester in CAS before applying. The directors of the individual Steinhardt M.A. programs evaluate applicants upon program-specific criteria that include academic performance, letters of recommendation, and academic or professional honors. Students must earn a B (3.0) or better in all Steinhardt graduate courses taken while matriculated in CAS. All accepted dual-degree students will receive a Steinhardt scholarship for post-baccalaureate M.A. studies.

For more information, students should consult the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130).

Admission to a BA/MA teacher education track does not guarantee admission to Steinhardt. CAS seniors must submit the Steinhardt graduate application prior to graduating from CAS, preferably in the fall of their senior year.

Joint B.S./B.S. Program in Engineering

The College of Arts and Science offers a combined B.S./B.S. program with the Polytechnic Institute of NYU. See the section Dual Degree Program in Engineering (with the Polytechnic Institute of NYU) 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).
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 are required to see their major department adviser for summer or winter registration approval and for advice on which courses, if any, may count toward major 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. 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.

Qualified students may also enroll in courses open to undergraduates in the Graduate School of Arts and Science. Students from other colleges and universities may register as visiting students for the summer session, provided they have the proper prerequisites for the courses they wish to take. First-year and transfer students who have been accepted for the fall term at NYU may register for courses during the summer session. 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

Arts and Science 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 art, 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. A priority application deadline is specified for each program. Since some programs fill very quickly, applying before this deadline is strongly encouraged.

The Arts and Science summer away programs are:
- Arts and Science Summer in Athens
- Arts and Science Summer in Beijing
- Arts and Science Summer in Berlin
- Arts and Science Summer in Dublin
- Arts and Science Summer in Florence
- Writers in Florence
- Journalism in Ghana
- Arts and Science Summer in London
- Urban Design in London
- Arts and Science Summer in Madrid
- Arts and Science Summer in Paris
- Writers in Paris

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 areas of their 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: Renaissance Painting in New York Collections; Shakespeare in Film; Cinema and Contemporary Urbanisms; and Music of New York. Please visit 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 through an NYU program or exchange. Choosing an NYU study away program or exchange is a simple process designed to help students understand their options and make sure that the courses fit well into their overall academic plan.

First, students should contact the Office of Global Programs (212-998-4433; www.nyu.edu/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, 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.

Finally, students who are interested in studying through an NYU program 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 of Students. Considerations used in determining whether the program is appropriate for the applicant include academic and disciplinary standing and progress to degree. The review process takes approximately two weeks from the deadlines. Confirmation letters are sent directly to the applicant with instructions for registration, predeparture 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 an application form for the academic year, visit www.nyu.edu/studyaway or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433.

For more information on summer sessions away, visit www.nyu.edu/summer.

NYU ABU DHABI

NYU Abu Dhabi, the University’s first non-US portal degree granting campus, is a study away option for students earning their degree in New York. A major portal campus of the Global Network University, 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. NYU Abu Dhabi’s Downtown Campus is located a block from the Corniche, the Cultural Center, and Al Hosn Fort in the center of Abu Dhabi. It houses nearly all of NYUAD’s academic activities while the permanent Saadiyat Island campus, scheduled for completion in 2014, is under construction. 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. In addition to the Downtown Campus, the NYUAD Center for Science and Engineering (CSE) provides extensive teaching and research space.

The residential building is close to campus and in the heart of the city. Near the waterfront, with incredible views of Abu Dhabi’s strikingly modern skyline, the NYUAD residential building has facilities for dining, sports, study, recreation, community engagement, performance, art, and meeting fellow students, faculty, and staff.

NYU ACCRA

Among the most intellectually and culturally vibrant cities on the continent, Ghana’s capital city of Accra is the ideal destination for students interested in issues related to the relationship of Africa to the New World, the African diaspora, economic development, urbanization, media, global health, and politics. In addition to taking courses at NYU’s new permanent Global Academic Center in the neighborhood of Labone, students at NYU Accra benefit from our affiliation to...
the University of Ghana-Legon, the most prominent institution of higher education in the country. The program ensures that students benefit from both the instruction of visiting and local professors and interactions with local Ghanaian scholars. Direct enrollment in the University of Ghana-Legon allows students in virtually any discipline to enroll in course work relevant to their academic interests.

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. The University of Ghana-Legon and other neighborhoods of the city are all a short commute away.

In addition, Arts and Science offers a summer journalism program at the Global Academic Center in Accra. For more information, please consult www.nyu.edu/summer.

NYU BERLIN

Germany’s cosmopolitan capital holds an important place in modern European history and has long been a symbol of political, social, and economic progress. NYU Berlin offers courses in the liberal arts with a focus on German language, art, environmental studies, and sociology and a range of topics essential to the understanding of the forces shaping contemporary Germany and the larger European Union community.

Courses are held at NYU’s new permanent Global Academic Center in Prenzlauer Berg, a popular and vibrant neighborhood in central Berlin. Classes are taught by NYU faculty, members of the Humboldt faculty, and Berlin’s broader academic community. Students have access to Humboldt’s facilities, including its libraries and dining halls.

All NYU Berlin students will live in the program’s brand new housing facility in Berlin’s lively district of Kreuzberg. 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 academic center about 35–40 minutes by public transport. The main Humboldt University library is a 10-minute bike ride away.

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 an incomparable opportunity to study in one of the world’s largest port cities and one of Latin America’s great financial and cultural centers. The curriculum offers Spanish language courses at all levels. It is strong in the areas of art history, economics, journalism, metropolitan studies, music, politics, and sociology, and in courses related to the history, society, and culture of Argentina and Latin America. Subject courses are taught in either English or Spanish. Students are encouraged to explore their academic interests by designing their schedules to include a variety of courses, taught in either language.

All students in the NYU Buenos Aires program are required to live in dormitories or increasingly popular homestays with an Argentine host.

A knowledgeable on-site staff plans alternative break trips as well as extracurricular activities, such as excursions to authentic tango shows and fútbol matches, that help students connect with the city’s culture in the hours after class.

NYU FLORENCE

NYU Florence is situated on a hillside 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.

Course offerings at NYU Florence are varied and can accommodate students from almost any major, from art history to economics and political science. Most courses are taught in English. Italian language courses are available at all levels, and an intensive Italian Language Program is available for beginning students 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 course work.

Some students reside on site (two villas have been dedicated to student housing); others stay in private apartments or choose a homestay in an Italian household. Students can study at NYU Florence for the fall
or spring semester, as well as for the full academic year.

Cultural activities and field trips in and around Florence and Tuscany are an integral part of the program.

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 Residence 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, NYU London offers semester, academic-year, and summer programs at its Global Academic Center. Here, students will find a broad-based liberal arts curriculum that draws on the great city’s history, in addition to specialized academic programs in particular majors. Courses are available in a wide array of disciplines, including Africana studies, economics, fine arts, history, journalism, literature, math, theatre, politics, and psychology. Courses in the natural sciences attract students who cannot typically have a study abroad experience.

Fieldwork and site visits are a regular part of many classes. 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.

Students live nearby in two newly renovated residences near Bedford Square, close to public transportation, the shops of the Brunswick Center, and public parks and gardens. Homestays in a British household are also available.

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 course work. 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

Founded in 1958, NYU Madrid is the oldest of NYU’s study away programs and offers students an opportunity to learn in a country that has historically served as a crossroads of New World, Near Eastern, and African cultures. NYU Madrid’s Global Academic Center is located in El Viso, a beautiful residential neighborhood a few metro stops from the historic city center, right behind the Real Madrid Soccer Stadium.

Spanish language instruction is available at all levels, as well as courses in economics, politics, Spanish culture, Spanish American literature, 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. Beginning students may also choose to enroll in the Fast-Track Spanish for Beginners Program to raise their proficiency levels rapidly in just one semester. Students at the intermediate level can take courses conducted in Spanish designed especially for their skill level. Qualified students who are fluent in Spanish may take up to two courses at our affiliated university, Universidad Autónoma de Madrid (UAM).

All students have the opportunity to visit art museums, libraries, and places of cultural interest, as well as participate in excursions to remote villages and archaeological sites. Most students live in homestays in Spanish households, which is strongly recommended as the best way to learn to speak Spanish and become familiar with the rhythms of everyday madrileño life. Accommodation in apartments with other students in the program is also available.

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

Since September 1969, NYU Paris has been at the forefront of French-American cultural exchange. Located in a quiet neighborhood near the Eiffel Tower, the NYU Global Academic Center consists of a charming ensemble of 19th-century town houses joined by a rose garden. It houses classrooms, a lecture hall, a library, a video collection, computer facilities, and administrative offices; the student lounge and garden provide pleasant settings for informal gatherings. NYU Paris accepts students for the fall or spring semester, as well as the full academic year. A six-week program is offered during the summer.

Taught by NYU and University of Paris faculty, courses in the humanities and the social sciences are offered in both English and French at the NYU Global Academic Center so that students from various disciplines can learn in both languages, depending on their skill level. All students must take a language course. Students with a limited background in French should enroll in Program I, in which all courses, held at the NYU Global Academic Center, are conducted entirely in English (with the exception of the French language requirement). Students who are in Program I and would like to take a course in English at one of our affiliated universities may do so in their departments of Anglo-American studies. For students already proficient in French, Program II offers a wide variety of courses taught in French. Most students take the bulk of their courses at the NYU Global Academic Center. In addition, NYU Paris has a formal student exchange arrangement with the University of Paris VII (Denis Diderot). The arrangement permits NYU Paris students to obtain university student cards and to have a large choice of courses. Students may also take courses at other Universities (Paris I, III, X) or specialized institutions such as the Institut d’Études Politiques, École Normale Supérieur, École des Hautes Études en Sciences Sociales, and the Institut Catholique.

Outside of the classroom, NYU Paris staff plan excursions to various regions of France and visits to monuments, museums, and cultural sites throughout the year. 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. Course work includes readings and lectures by Paris-based writers and publishing professionals. Program faculty and staff plan literary walking tours, as well as visits to parks, restaurants, cafés, and historic homes of famous writers. For information on either summer program in Paris, please consult www.nyu.edu/summer.

NYU PRAGUE

The city of Prague, magical and haunting, medieval yet modern, became home to an NYU Global Academic Center in 1998. We are located on Malé náměstí in two 15th-century buildings only steps away from the Old Town Square and the historic clock tower. Originally called the “White Lion,” one of the buildings once housed one of the earliest print shops in Central Europe, where the first Czech Bible was printed. The building has been restored to its original detail with painted wooden beams and arched entryways, an ideal place for study and reflection.

NYU Prague exposes students to the historical, political, social and cultural heritage of the Czech Republic; helps them understand the nation’s role in a changing Europe; and teaches them to appreciate the complex economic and political issues influencing the relationship between Eastern and Western Europe. All courses are taught in English except for language courses in Czech, German, Polish, and Russian. In addition to history, journalism, media, and politics courses, the curriculum includes courses in art and business. Internships are an important feature of the program. Past NYU Prague students have worked as research assistants for the former Czech minister of foreign affairs, written investigative articles published in Czech magazines, and run athletic events for refugee children.

NYU SHANGHAI

NYU Shanghai is located in the heart of China’s most dynamic city, with a population estimated to be between 16 and 24 million. 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.

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. The NYU program provides students with the exceptional opportunity to learn about the history and culture of this ever-growing city while participating in the vibrant activities of day-to-day life in Shanghai. Prestigious faculty hail from local universities, including our affiliated institution.
East China Normal University (ECNU), one of the top schools in the country for teaching English as a second language and home to many of China’s key research institutes in the humanities, social sciences, and natural sciences. Students will find a variety of courses in Shanghai: NYU courses taught in English by NYU faculty or local scholars, Chinese language courses at all levels from beginner to advanced, ECNU courses taught in English in many different fields, and subject courses taught in Chinese for NYU students with advanced Chinese language skills. U.S. and Chinese students will have the opportunity to take courses together to maximize the cross-cultural experience.

The curriculum appeals to a broad range of academic interests, focusing not only on East Asian studies but also on other undergraduate majors in arts and science. Outside of the classroom, internships and community service opportunities engage students with the local culture.

NYU SYDNEY

Scheduled to enroll a small group of select students in fall 2012, NYU Sydney is located in Australia’s largest and most cosmopolitan city. At NYU Sydney students have 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 will at first offer classes in anthropology, English, environmental studies, journalism, and communications. A limited number of courses will be offered in the first year, with plans to add more academic areas in future semesters.

Leading professors will be drawn from Sydney and its environs. Faculty-led study trips to remote regions and communities that cannot be visited by casual tourists will be an essential part of the program. In future semesters, NYU Sydney will provide students with credit-bearing internship opportunities with local media establishments, fashion designers, and other businesses.

NYU Sydney faculty and staff are committed to creating an environment where active learning and exploration are the norm. Courses and projects rooted in the community, field-based research, internship opportunities as well as chances to travel throughout the city, surrounding neighborhoods and region will give students a thorough experience of local domains, society and culture.

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 journalism, media, politics, economics, 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 course on research methods with a supervised fieldwork component, engage with local cultural and community organizations, businesses, and nongovernmental organizations (NGOs).

NYU Tel Aviv has a dedicated faculty that includes established scholars, artists, journalists, and public intellectuals whose internationally valued work transcends traditional disciplinary boundaries. Students also have the unique opportunity to intern with a media outlet, a museum, or various NGOs, gaining invaluable academic and life experiences as they work to understand how international affairs directly influences everyday life in the region.

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.

In fall 2010, New York University held a groundbreaking ceremony for the Constance Milstein and Family Global Academic Center, a new facility in Washington, D.C., establishing the University’s permanent presence in the nation’s capital and expanding NYU’s network of study sites around the globe. The Center is named for NYU Trustee Constance Milstein in recognition of her $10 million gift to help establish the new site.

The heart of the New York University Constance Milstein and Family Global Academic Center will be an undergraduate program run by the College of Arts and Science, with course offerings in politics, economics, art history, journalism, and
history. Internships will be available at the wealth of nonprofits, government agencies, and corporations that call D.C. home. A history student, for example, can spend a semester in D.C., taking a course on colonial American history and completing an internship at the National Museum of the American Indian.

The facility itself will encompass a 12-story, mixed-use building, with 75,000 square feet of space. It will be centrally located in Northwest Washington, just blocks from the White House, the World Bank, and the Smithsonian, and adjacent to the cultural attractions on D.C.’s 14th Street corridor.

## INTERNATIONAL STUDENT EXCHANGES

College of Arts and Science students have the opportunity to study away for a semester or an academic year at outstanding urban universities as part of their NYU education.

Our exchange partners are as follows:

### Europe
- Bocconi University (Milan, Italy; CAS economics majors only)
- Freie University (Berlin, Germany)
- Humboldt University (Berlin, Germany)
- Royal Holloway (Egham, England)
- Trinity College (Dublin, Ireland)
- University of Amsterdam (the Netherlands)
- University of Bonn (Germany)
- University of Copenhagen (Denmark)
- University of Stockholm (Sweden)
- University of Vienna (Austria)

### Latin America
- Federal University of Santa Catarina (Florianópolis, Brazil)
- Pontifical Catholic University of Chile (Santiago, Chile)

### Asia
- Ewha Womans University (Note: Ewha’s international program is coeducational.)
- Nagoya University (Nagoya, Japan)
- Yonsei University (Seoul, Korea)

CAS students who participate in an exchange remain matriculated at NYU, pay NYU tuition, and receive financial aid as if they were attending classes at Washington Square. Students apply for the exchange after consulting with their academic adviser. For further information, 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.exchanges@nyu.edu.
Admission

www.admissions.nyu.edu • Office of Undergraduate Admissions • Phone: 212-998-4500

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. The minimum requirements for consideration include 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 Supplement to the Common Application. Applicants are strongly advised to apply online. Any materials that a student or high school official is unable to submit online may be sent to: Office of Undergraduate Admissions, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339.

A complete application will include:

- The Common Application and the NYU Supplement to the Common Application
- Non-refundable $70.00 application fee (or request a fee waiver)

- Official high school transcripts and/or college records for courses for which academic credit has been earned (and General Educational Development test scores, if applicable).
- All required testing should be completed and 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 will be considered in the order received as long as space is available.

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 September admission are notified in early to mid-May. Transfer candidates for January admission are notified on a rolling basis, usually within a month after their applications are received, but not before November 15. Transfer candidates for summer admission are notified beginning in late April.

**ADMISSIONS APPLICATION FILING DEADLINES**

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For entrance in January (transfer applicants only), applications for admission, including all required supporting credentials, must be received by November 1.

For entrance in the summer sessions (transfer applicants only), applications should be received by April 1.

Applications for admission received after these dates will be considered only if space remains in the program desired. Please contact the Office of Undergraduate Admissions at www.admissions.nyu.edu or call 212-998-4500 for information regarding program availability.

**CAMPUSS VISITS**

All prospective students and their parents are invited to visit the New York University campus. Opportunities to tour the University, to meet students and faculty, and to attend classes are available to interested students.

Both high school and college students wishing to discuss the choice of a college, the transfer process, or academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions at the Jeffrey S. Gould Welcome Center located at 50 West Fourth Street. The Office of Undergraduate Admissions holds daily information sessions and conducts campus tours, Monday through Friday, except during University holidays. Visit the undergraduate admissions website at www.admissions.nyu.edu or call 212-998-4524 to make an appointment for an information session and tour.

Although interviews are not available, a visit to the campus is strongly recommended. 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 accepted:

- Australia: Australian Capital Territory Year 12 Certificate, New South Wales Higher School Certificate (HSC), Northern Territory Certificate of Education and Training (NTCET), Queensland Certificate of Education (QCE), South Australian Certificate of Education (SACE), Tasmanian Certificate of Education (TCE), Western Australian Certificate of Education (WACE), or Victorian Certificate of Education (VCE); in addition to Australian Tertiary Admissions Rank (ATAR) or Overall Position (OP) positioning
- Brazil: Certificado de Conclusao de Ensino Medio + Vestibular
Students applying as Early Decision for entering freshmen want to be considered for most student aid programs.

FINANCIAL AID APPLICATION

We recommend that students apply electronically; see our NYU website at www.nyu.edu/admissions/undergraduate-admissions/financial-aid. There is no fee charged to file the FAFSA. Students must include the NYU federal school code number 002785 in the school section of the FAFSA to ensure that their submitted information is transmitted by the processor to New York University.

New York State residents should also complete the separate application for the Tuition Assistance Program (TAP); for information, visit www.nyu.edu/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, whereas 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, as well. Providing that a student has completed the Early Decision Financial Aid application 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.

We believe that part of our commitment to Early Decision applicants is to provide an early “decision,” and as a result, we typically either admit or deny Early Decision candidates.

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. If you apply online, the Early Decision Agreement may be submitted along with your high school transcript. If you apply using the paper version of the Common Application, the Early Decision Agreement should be submitted with your application.
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 in September, January, or May. (See “The Admission Process,” above.) Credit will be granted for most collegiate work completed with a grade of C or better within the last 10 years that satisfies degree requirements and that falls within the residency requirement, with the exception of certain courses of a vocational nature or courses not consistent with the educational objectives of the College. Within these provisions, applicants from regionally accredited colleges are eligible for admission.

Except when specifically noted, the general procedures described for entering freshmen apply to all applicants seeking to transfer from other two-year or four-year regionally accredited institutions. Transfer applicants must submit official credentials from all institutions attended, including secondary school transcripts. Transfer applicants 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 at www.admissions.nyu.edu. All transfer applicants are encouraged to submit scores from two SAT Subject Tests if previously taken while in high school.

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 at www.admissions.nyu.edu prior to the application deadline (November 1 for the spring term and March 1 for the summer or fall term).

SPECIAL (VISITING) STUDENTS
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 at www.admissions.nyu.edu. A $55 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.

APPLICANTS WITH INTERNATIONAL CREDENTIALS

Applicants to New York University who are neither U.S. citizens nor permanent residents of the United States must complete the Application for Admission to Undergraduate Study available online at www.admissions.nyu.edu. 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 at www.admissions.nyu.edu 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). Information concerning this examination may be obtained by writing to TOEFL-ETS, PO. Box 6151, Princeton, NJ 08541, U.S.A., or by visiting the website at www.toefl.org. Each student must request that his or her score on this examination be sent to the Undergraduate Admissions Processing Center, code 2562.

In lieu of the TOEFL, acceptable results on the International English Language Testing System (IELTS) examination administered by the British Council will be considered. For information on this test, visit www.ielts.org.

Applicants residing in the New York area may elect to take the English proficiency test of the University's American Language Institute, located at 48 Cooper Square, Room 200, New York, NY 10003-7154, U.S.A. An appointment to take the test may be made by calling 212-998-7040.

Financial documentation is not required when filing an application. If the student is accepted, instructions for completing the Application for Certificate of Eligibility (AFCOE) online will be included in the acceptance packet. Appropriate evidence of financial ability must be submitted with the AFCOE to the Office for International Students and Scholars 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 at www.nyu.edu/oiss/documents/tutorialHome/index.htm.

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, www.spcs.nyu.edu/ali; contact The American Language Institute, School of Continuing and Professional Studies, New York University, 48 Cooper Square, Room 200, New York, NY 10003-7154; telephone: 212-998-7040; 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 for International Students and Scholars, 561 La Guardia Place, 1st Floor; 212-998-4720. In addition, the staff of this office endeavors to aid international students in taking full advantage of various social, cultural, and recreational opportunities offered by the University and the city. Specific information on programs and events can be found at www.nyu.edu/oiss.

READMISSION OF FORMER STUDENTS

Any former student who has been out of attendance for more than two consecutive terms and who wishes to return to the College must apply for readmission. Applications for readmission are available online at www.admissions.nyu.edu. (See admission application filing deadlines above.) Requests for readmission should be received by the following dates: April 1 for the summer and fall terms, and November 1 for the spring term.

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.

SPECIAL (POSTGRADUATE) STUDENTS

Graduates of accredited four-year colleges, including the College of Arts and Science and other schools of New York University, may register as special students in undergraduate courses for which they meet the prerequisites and that are still open after matriculated students have registered. Such a student should submit proof of his or her degree and an application for admission as a special postgraduate student. The application form can be obtained online at www.admissions.nyu.edu or from the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339. Deadlines for applications are as follows:

- Fall: August 1
- Spring: December 1
- Summer: April 1

Students interested in the postbaccalaureate premedical program should contact the Preprofessional Center, College of Arts and Science, New York University, Silver Center, 100 Washington Square East, Room 904, New York, NY 10003-6688; 212-998-8160.

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, internship commitments, and social obligations. This busy time forces students to focus mainly on their academic progress, which doesn't always allow the freedom to explore a new 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.

ADVANCED STANDING

Credit may be awarded for satisfactory work completed at another accredited college or university. When a transfer applicant is admitted to the College, the applicant’s records are examined carefully to determine how much, if any, advanced standing will be granted. Each individual course completed elsewhere is evaluated. In granting advanced standing, the following are considered: the content, complexity, and grading standards of courses taken elsewhere; individual grades and grade averages attained by the applicant; the suitability of courses taken elsewhere for the program of study chosen here; and the degree of preparation that completed courses provide for more advanced study here. Point credit toward the degree is given only for a grade of C or better and provided that the credit fits into the selected program of study and courses were completed within the past 10 years.

Quarter hours will be converted to semester hours to determine the number of credits transferable to NYU. 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 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.

CREDIT BY EXAMINATION

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 shall not exceed a total of 32.

International Baccalaureate (IB)

The College recognizes, for advanced standing credit, higher-level examinations passed with grades of 6 or 7. No credit is granted for standard-level examinations. Official reports must be submitted to the Undergraduate Admissions Processing Center for 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, i.e., British “A” levels, French Baccalauréat, German Abitur, Italian Maturità, or the Federal Swiss Maturity Certificate. Official reports must be submitted to the Undergraduate Admissions Processing Center. For information regarding the possibility of advanced standing credit for other maturity certificates, please contact the Office of Undergraduate Admissions.

ADVANCED PLACEMENT PROGRAM

The College participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. In accordance with New York University policy, 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 Morse Academic Plan (MAP) equivalencies are granted.

For additional information, students should consult the Office of Undergraduate Admissions at www.admissions.nyu.edu or by telephone at 212-998-4500.
### AP Examination Score Points Course Equivalent

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Score</th>
<th>Points</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4, 5</td>
<td>4</td>
<td>ARTH-UA 1 or ARTH-UA 21</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
<td>BIOL-UA 11, 12 / BIOL-UA 13, 14</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>Computer Science AB</td>
<td>4, 5</td>
<td>8</td>
<td>CSCI-UA 101, 102</td>
</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>European History</td>
<td>4, 5</td>
<td>4</td>
<td>HIST-UA 1 or HIST-UA 2</td>
</tr>
<tr>
<td>French Language</td>
<td>4, 5</td>
<td>4</td>
<td>FREN-UA 101</td>
</tr>
<tr>
<td>French Literature</td>
<td>4, 5</td>
<td>4</td>
<td>FREN-UA 115</td>
</tr>
<tr>
<td>German Language</td>
<td>4, 5</td>
<td>4</td>
<td>GERM-UA 4</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>ITAL-UA 12</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>EAST-UA 250</td>
</tr>
<tr>
<td>Latin Language</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>4, 5</td>
<td>4</td>
<td>CLASS-UA 6</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>5</td>
<td>4</td>
<td>ECON-UA 1</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>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 B</td>
<td>5</td>
<td>10</td>
<td>PHYS-UA 11, 12</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 91</td>
</tr>
<tr>
<td>Physics C—E&amp; M</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>PHYS-UA 12 or PHYS-UA 93</td>
</tr>
<tr>
<td>Politics (U.S. Gov’t and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Politics (Comp. Gov’t and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>4</td>
<td>PSYCH-UA 1</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4, 5</td>
<td>4</td>
<td>SPAN-UA 4</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>4</td>
<td>4</td>
<td>SPAN-UA 100</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>5</td>
<td>4</td>
<td>SPAN-UA 100 or SPAN-UA 200</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>4</td>
<td>PSYCH-UA 10</td>
</tr>
<tr>
<td>Studio Art</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4, 5</td>
<td>4</td>
<td>HIST-UA 9 or HIST-UA 10</td>
</tr>
<tr>
<td>World History</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

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1. Students who obtain a score of 5 and who major or minor in art history are exempt from the introductory course, but AP credit does not reduce the total number of courses required for the major or the minor.
2. Students wishing to enroll in Calculus II (MATH-UA 122) or Calculus III (MATH-UA 123) must meet one or more of the prerequisites detailed in the Mathematics section of the bulletin.
3. Students receive 8 points total for a score of 4 or 5 on the AP Chemistry exam, even though the equivalent two-semester course sequence (CHEM-UA 125, 126 / CHEM-UA 127, 128) bears a total of 12 points. AP credit will not count toward the majors in chemistry and biochemistry.
4. To receive credit for a score of 4 or 5 on Chinese Language and Culture and/or Japanese Language and Culture, students must successfully place above Intermediate II on language placement exams administered by the East Asian Studies department. This satisfies the MAP foreign language proficiency requirement. Credits awarded in this manner count as elective credit and cannot be applied to the East Asian Studies major or minor.
5. Credit received for the Environmental Science exam does not count toward the major or minor in environmental studies.
6. Credit received for the German Language exam does not reduce the number of courses required for the German major.
7. Students wishing to go on in Latin must consult the Classics department for proper placement. AP credit will not reduce the number of courses required for the major or minor.
8. Students who major or minor in economics in the policy concentration are exempt from the introductory principles courses as listed above, but AP credit does not reduce the total number of courses required for the major or minor. AP credit does not apply to ECON-UA 5.
9. Students who obtain a score of 4 on the Spanish Literature exam receive 4 credits for SPAN-UA 100 and satisfy the College's language requirement. If they wish to continue taking Spanish classes, they must take a language placement exam and consult with the director of the Spanish Language Program.
10. Students who obtain a score of 5 on the Spanish Literature exam receive 4 credits for SPAN-UA 100 and satisfy the College's language requirement. They must consult with the director of the Spanish Language Program if they wish to continue taking Spanish classes, or if they wish to receive credit for SPAN-UA 200, instead of for SPAN-UA 100.
11. Students who obtain a score of 5 and who major in psychology receive credit for Statistics for the Behavioral Sciences and may count it toward the major. Those with a score of 4 are exempt from this course, but the AP credit does not count toward the nine courses required for the major.
12. Credit can count as an elective toward the history major but not toward the history minor.
### ADVANCED PLACEMENT CREDIT AND THE MORSE ACADEMIC PLAN

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Score</th>
<th>MAP Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Mathematics AB</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics BC</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Physics B</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech. and Physics C—E&amp;M</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C—E&amp;M</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
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</table>

### INTERNATIONAL BACCALAUREATE EQUIVALENCIES

<table>
<thead>
<tr>
<th>IB Examination (HL only)</th>
<th>Score</th>
<th>Points</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>6, 7</td>
<td>8</td>
<td>BIOL-UA 11, 12</td>
</tr>
<tr>
<td>Business and Management</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6, 7</td>
<td>8</td>
<td>CHEM-UA 125, 126</td>
</tr>
<tr>
<td>Computer Science</td>
<td>6, 7</td>
<td>8</td>
<td>CSCI-UA 101, 102</td>
</tr>
<tr>
<td>Dance</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Design Technology</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Economics</td>
<td>6, 7</td>
<td>8</td>
<td>ECON-UA 1, 2</td>
</tr>
<tr>
<td>English A1</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>English A2</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>
</tr>
<tr>
<td>French B</td>
<td>6, 7</td>
<td>8</td>
<td>FREN-UA 11, 12</td>
</tr>
<tr>
<td>Geography</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>
</tr>
<tr>
<td>History of Europe</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>History of the Americas</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Information Technology in a Global Society</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Italian B</td>
<td>6, 7</td>
<td>8</td>
<td>ITAL-UA 11, 12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6, 7</td>
<td>8</td>
<td>MATH-UA 121 (for 4 of the points)</td>
</tr>
<tr>
<td>Music</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Philosophy</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics</td>
<td>6, 7</td>
<td>8</td>
<td>PHYS-UA 11, 12</td>
</tr>
<tr>
<td>Psychology</td>
<td>6, 7</td>
<td>8</td>
<td>PSYCH-UA 1 (for 4 of the points)</td>
</tr>
<tr>
<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>Spanish B</td>
<td>6, 7</td>
<td>8</td>
<td>SPAN-UA 3, 4</td>
</tr>
<tr>
<td>Theater</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

### THE ENROLLMENT PROCESS

To be enrolled, an admitted undergraduate candidate must do the following:

1. Accept the University’s offer of admission and pay the required nonrefundable tuition deposit.
2. If applicable, pay the required nonrefundable housing deposit.
3. Have his or her high school and/or college forward a final transcript(s) to the Undergraduate Admissions Processing Center.
4. File a medical report.
5. Make an appointment with the individual school or division for academic advisement.
6. Pay balance of tuition and/or housing fees by the stipulated deadlines.
7. Register for classes when notified.
When estimating the net cost to the family of a university education, a student should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program, plus costs directly related to the choice of living style (dormitory, apartment, commuting costs) and (2) financial aid that may be available from a variety of sources. This section provides information on both of these distinct but related topics.

## Tuition and Fees: 2011–2012

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2011-2012. 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 [www.nyu.edu/cas](http://www.nyu.edu/cas). 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.

**Full-Time Students**

- **Tuition**, 12 to 18 points flat rate, per term, academic year 2011–2012: $19,672
- **Fall term 2011 and spring term 2012:**
  - Nonreturnable registration and services fee, flat rate per term: $1,131
  - Nonreturnable CAS academic support fee, per term: $25
  - For each point taken in excess of 18, per point, includes a nonreturnable registration and services fee of $61 per point: $1,220

**Other Students**

- **Tuition**, per point, academic year 2011–2012: $1,159
- **Fall term 2011:**
  - Nonreturnable registration and services fee, first point: $418
  - Nonreturnable registration and services fee, per point, for registration after first point: $61

**Spring term 2012:**

- Nonreturnable registration and services fee, first point: $432
- Nonreturnable registration and services fee, per point, for registration after first point: $61

### Basic Health Insurance Benefit Plan: 2011–2012

For additional and updated information beyond 2011–2012, 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:** $1,614
- **Fall term:** $623
- **Spring term:** $991 (coverage for the spring and summer terms)
- **Summer term:** $437 (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).

### Comprehensive Health Insurance Benefit Plan: 2011–2012

For additional and updated information beyond 2011–2012, 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: $2,513
Fall term: $970
Spring term: $1,543 (coverage for the spring and summer terms)
Summer term: $679 (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/health/insurance.html.

For additional and updated information beyond 2011–2012, please see www.nyu.edu/dental/patientinfo/nyu_student.html.
Dental service through NYU’s College of Dentistry:

Primary member: $235
Partner: $235
Dependent (under age 16): $83
Renewal membership: $193

Special Fees for All Students: 2011–2012
For additional and updated information beyond 2011–2012, students may consult the websites of (or contact) the Offices of the Registrar, Bursar, Residence Life, and Admissions.

Late payment of tuition fee: $25
Late registration fee commencing with the second week of classes: $50
Late registration fee commencing with the fifth week of classes: $100
Penalty fee: $20
Deposit upon acceptance (nonreturnable): $500
Housing deposit (if applicable) upon acceptance (nonreturnable): $1,000

Academic Support Fee: 2011–2012
For additional and updated information beyond 2011–2012, please see www.nyu.edu/bursar.

All students must pay an academic support fee. For those taking 12 points or more, it is $25 per term. For those taking fewer than 12 points, it is $5 per point, up to a maximum of $25 per term.

Maintenance of Matriculation: 2011–2012
For additional and updated information beyond 2011–2012, please see www.nyu.edu/bursar.

Per term varies, plus nonreturnable registration and services fee:
Fall term: $357
Spring term: $371 (coverage for spring and summer terms)

Special Programs
For expenses for study in the NYU programs away and in NYU International Exchange Programs, contact NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4710; 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 at www.nyu.edu/bursar/paymentplans 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 SCPs noncredit division. This interest-free plan allows for all or a portion of a student’s educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump-sum payment due at the beginning of each semester.

TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semester tuition payment over another four-month period (November through February).

With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.

A nonrefundable enrollment fee of $50 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 three weeks of the term only) or in writing on a completed Change of Program (drop/add) form with the Office of the University Registrar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and registration fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the 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;
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: 100% (100% of tuition and fees)*

Courses dropped after the first two weeks of the term: NONE

* 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.

The above refund schedule is not applicable to students whose registration remains within the flat-fee range.

Note: A student may not withdraw from a class after the ninth week of the fall or spring semester or 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, www.nyu.edu/bursar.

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

For any semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid. Please review the “satisfactory academic progress” standard for your school so you do not jeopardize future semesters of aid.

**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 visit Financial Aid and Scholarships at www.nyu.edu/financial.aid for full access to the information and procedures summarized here. Particular attention should be given to (1) Types of Financial Aid (for scholarships, grants, and loans) and (2) Applications and Forms. These topics are included on the navigation bar located on the home page.

Applying for Financial Aid at NYU
The following applications are the forms 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” at www.nyu.edu/financial.aid for current details. (See “Policies” in the lower right column of the home 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.
OTHER SOURCES OF AID

Federal and Private Loans

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 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 at albert.nyu.edu 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 at albert.nyu.edu. We use the records of the Office of the University Registrar to administer financial aid.
Registration, Advisement, and Counseling

REGISTRATION

The College Advising Center (Silver Center, 100 Washington Square East, Room 905) provides advising, academic services, and information on registration throughout the year. Any student with a question or problem is invited to come to the office or to call 212-998-8130 and ask for assistance. Office hours are weekdays from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.).

Students can complete their initial registration through Albert, the University’s Web registration system, at www.home.nyu.edu. Students can also use Albert to make later adjustments to their schedule.

Continuing Students

Students currently enrolled in the College register early for the following semester—in November for the spring term and in mid-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 and enter their courses into the Student Information System (SIS). Students should 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 to assist 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.

Special (Non-Matriculated/Visiting) Students

All special students, whether they have already earned a bachelor’s degree or are still attending another undergraduate institution, must be formally admitted to the College. (See the Admission section.) They must also meet the regulations of the Faculty Committee on Academic Standards with regard to grades and programs.

Special students are not permitted to audit courses or to enroll for independent study courses and are expected to register only for courses within the College of Arts and Science. Those who already have a bachelor’s degree and wish to take only graduate courses should apply to the Graduate School of Arts and Science.

For program review and approval, special students should go to the College Advising Center, Silver Center, 100 Washington Square East, Room 905. (However, postgraduate special students interested in prehealth should visit the Preprofessional Advising Office, Silver Center, Room 901; 212-998-8160.) Continuing special students are eligible for early registration.

ADVICEMENT

College Advising Center

The College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130) offers a wide range of services and programs designed to meet the needs of a diverse student body. The advisers serve as a basic source of information about the degree requirements, policies, and procedures of the College. Students are able to explore career opportunities, as well as secure tutorial support. Academic and career development workshops are sponsored 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. A freshman advising program provides individual advising for new students entering in September. Each student is assigned an adviser with whom the student meets throughout his or her first year to discuss academic as well as career and other issues.

New students also work with peer advisers who can provide information and support during the transition to college.

There is also an academic orientation program for entering transfer students before the start of each semester. Transfer students not ready to declare the major are assigned to an adviser in the College Advising Center. Students needing additional assistance may, throughout the year, make an individual appointment with any adviser in the center.

Advisers also meet individually with students who want to discuss concerns or questions
they may be having about the University. The advisers serve as a liaison with other offices and can make referrals when appropriate. The College Advising Center is thus the best place for students to visit when they are unsure of where to go for help. The College Advising Center is open weekdays from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.).

**Departmental Advisement**

Students who have declared a major go to their major's department for their primary advisement. All declared majors must have their registration approved by a departmental adviser. Departmental advisers can also be consulted throughout the academic year about graduate study and career opportunities.

Office hours for departmental advisers are maintained in the departmental offices.

**Special Programs**

Questions about cross-registration in other schools of the University, combined-degree programs, and the Morse Academic Plan may be brought to the College Advising Center and Academic Resource Center. Please also see the sections on the Morse Academic Plan and Preprofessional, Accelerated, and Specialized Programs in this Bulletin.

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### THE UNIVERSITY LEARNING CENTER

The College of Arts and Science operates Learning Centers in the Academic Resource Center (18 Washington Place) and University Hall (110 East 14th Street, UHall Commons). The Learning Centers provide extensive academic support services to students in all divisions of the University who take courses in the College. With their highly visible and accessible settings in residence halls, they represent an important partnership between the College and the Division of Student Affairs and serve to link the academic and residential lives of students. Services offered by the Centers include the following:

- Individual and group tutoring sessions
- Morse Academic Plan study groups
- Examination review sessions
- Study skills assessment
- Workshops on academic effectiveness and time management
- Computer-assisted tutoring

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### COUNSELING AND BEHAVIORAL HEALTH SERVICES AT THE COLLEGE OF ARTS AND SCIENCE

Counseling and Behavioral Health Services (CBH) at the College of Arts and Science (CAS) is open between 9 a.m. and 5 p.m., Monday through Friday, in the Silver Center, 100 Washington Square East, Room 920. The walk-in hour is 2 p.m. to 3 p.m. daily; no appointment is necessary. Counseling services are free on a voluntary basis for any full- or part-time student enrolled in the College. When necessary, medication and outside referrals are available. All conversations are kept strictly confidential. CBH/CAS counseling staff members provide assistance in workshops, as well as in group and individual psychotherapy.

The social and emotional conflicts that occur in a person's life occasionally prevent him or her from functioning optimally. Concerns about interpersonal relationships, poor grades or other academic problems, feelings of inadequacy, anxiety, loneliness, sexual problems, eating disorders, substance abuse, and family and/or marriage conflicts are difficulties any individual might encounter. CBH/CAS counselors provide an atmosphere where personal concerns can be examined and discussed freely and confidentially. Call 212-998-8150 or visit the center for information or to make an appointment.

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### VETERANS’ BENEFITS

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans, as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may 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 for the Department of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West Fourth Street, 1st Floor, before registering for course work.

**All Veterans**

Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (bachelor's or master's degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number
of points required. The Department of Veterans Affairs may not authorize allowance payments for points that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU’s Office of the University Registrar.

**Yellow Ribbon GI Education Enhancement Program**

NYU is pleased to be participating 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 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 22-1990 (PDF). 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 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](http://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, and Physics. For details, see the sections on these individual departments in this Bulletin. The College also offers jointly with the Polytechnic Institute of NYU a Bachelor of Science/Bachelor of Science (B.S./B.S.) program; see under Dual Degree Program in Engineering (with the Polytechnic Institute of NYU) in the Departments and Programs section of 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 and the Morse Academic Plan (MAP).

The degree requirements to be fulfilled are those in effect during the term of the student’s first registration in the College. Registration in another division of New York University does not constitute a registration in the College of Arts and Science. Readmitted students must fulfill the requirements as listed in the College of Arts and Science Bulletin published during the year of their readmission, unless their readmission letter states otherwise.

In very exceptional cases, a student may petition the Committee on Undergraduate Academic Standards for approval of a change in the requirements as stated in the Bulletin. The petition form may be obtained from the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Degrees are conferred in September, January, and May. The formal conferring of degrees by the president of the University takes place annually at Commencement in May.

THE MAJOR

Major requirements, varying from department to department, are specified in the sections 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. In some cases, courses may be applicable to both majors. Students must then obtain the written approval for the shared course(s) from the directors of undergraduate studies of both departments. The second major is declared in the same way as the first (see above).

**The Minor**

The minor requirements are found in the departmental sections of the Bulletin. The minor must be completed with a minimum grade point average of 2.0. 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 other divisions of NYU in order for the credits to count toward the baccalaureate degree, 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- 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 must complete 64 points in the College of Arts and Science with a cumulative grade point average of at least 2.0 overall, in the required major, and in the optional minor. At least one-half of the courses used to complete the major and any minor must be courses offered by the College. Any transfer courses to be applied toward major or minor requirements must be approved by the department and may not exceed one-half of the required course-work for the major or minor. Courses in which a grade of C- or lower was obtained are not transferable. Grades earned from external transfer courses are not calculated in the NYU grade point average.
Academic Policies

ACADEMIC PROGRAM

The programs and courses offered at the College of Arts and Science are designed for students who attend classes offered during the day on a full-time basis. A full-time schedule normally consists of 16 points per term, or 32 points per year, which enables a student to complete the entire program of 128 points in four years. Minimal full-time status entails completing at least 12 points per term, or 24 points per year. Students who wish to attend part time should obtain permission from the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140. Such status will be granted only when there is good and sufficient reason for part-time study. Failure to complete a minimum of 24 points per year jeopardizes a student’s full-time status and his or her eligibility to receive financial aid. Students in good academic standing may register for more than 18 points per term with the approval and clearance of their academic adviser. Students on academic probation, however, who wish to register for more than 18 points per term must obtain the prior approval of the Committee on Academic Standards, as must any other student wishing to register for more than 20 points.

Change of Program

To make any changes in their program, including dropping or adding courses given in other divisions of the University, students must access Albert via NYUHome at home.nyu.edu or file a Change of Program form in the Student Services Center, 25 West Fourth Street.

Adding Courses

The deadline for the adding of a course or a section is the end of the second week of the semester. The deadline applies to any course added by a College of Arts and Science student and to any College of Arts and Science course added by students from other divisions. The adding of any course or section after the end of the second week is generally allowed only when the student is changing levels within a discipline—for example, from a French or mathematics course to a higher- or lower-level course in the same discipline. The addition is permitted only with the written approval of both the instructor and an adviser in the College Advising Center.

Withdrawing from Courses

Students are expected to maintain a full-time program as described above. Occasionally, they may withdraw from a course if, because of reasons beyond their control, they cannot continue. Courses dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of W. After the ninth week, no one may withdraw from a course. Students who are ill or have a serious personal problem should see, call, or write to an adviser in the College Advising Center. A student who withdraws officially from all courses in a term may register for the following term. If the student is unable to attend the College during the term following the withdrawal, he or she should request a leave of absence from an adviser in the College Advising Center. For more information, see “Attendance,” below.

Auditing

Matriculated students in the College may audit (i.e., attend lectures without intending to receive credit) any course in the College with the consent of, and under the conditions established by, the instructor and the department. Auditors may not preempt space required for registered students. Courses cannot be audited as a means of satisfying requirements for an incomplete grade or as a means of changing a previous grade.

A student cannot register as an auditor, and audited courses will not appear on the student’s official transcript. Special (nondegree) students may not audit courses.

ATTENDANCE

Although the administration of the College does not supervise attendance of classes, it supports the standards imposed by instructors.

Students who, in the judgment of the instructor, have not substantially met the requirements of the course or who have been excessively absent may be considered to have withdrawn unofficially and may be given the final grade of F. See “Withdrawing From Courses,” above.

Religious Holidays and Attendance

New York University, as a nonsectarian institution, adheres to the general policy of including in its official calendar only
certain legal holidays. However, it has also long been University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it. In 1988, the University Senate affirmed this policy and passed a resolution that elaborated on it as follows:

1. Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.
2. Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.
3. If examinations or assignment deadlines are 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.

**CREDIT**

**Credit for Advanced Placement Examinations**

The College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken Advanced Placement exams while in high school should have the Educational Testing Service in Princeton, 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.

**Credit for Courses at 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 enter 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. (Students who entered CAS before Fall 2012 should consult this section of the CAS Bulletin for the year they matriculated in the College to find the course repeat policy applicable to them.)

A limited number of credits may be earned by those in the military services who take correspondence courses in colleges approved by the United States Armed Forces Institute. Students may not be registered at another university at the same time that they are registered in the College of Arts and Science.

**Credit for Courses at Other Schools and Divisions of New York University**

Courses may be taken in the New York University Graduate School of Arts and Science. 1000-level graduate courses may be taken as described in the departmental sections of this Bulletin, and 2000-level graduate courses may be taken with written approval of the instructor. If graduate courses are applied toward the completion of requirements for the baccalaureate degree, no advanced credit is allowed for them in the Graduate School of Arts and Science.

It is also possible for students to take courses in other undergraduate divisions of New York University and to have credits for these courses applied to the degree in the College.

Students may take a total of 16 points in other divisions, including any courses for particular minors approved by the College. Transfer students should note that credits for non-liberal-arts courses (e.g., business, applied art, speech) taken at another institution count as part of the 16 points. Students seeking additional non-liberal-arts credits beyond the 16-point limit must file a petition with the Academic Standards Committee in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Please note that restrictions apply. Courses in other divisions that duplicate the contents of a College of Arts and Science course do not count toward the College degree. For details, students must check with an adviser in the College Advising Center before registering for any courses in other divisions. If a course is not approved, students will not receive credit for it. Independent study or internship courses taken in other divisions of the University do not count toward the College degree. If such courses are taken at schools outside the University, the credit will not transfer to the College.

Also excluded from credit toward the degree are any courses taken in the School of Continuing and Professional Studies once a student is registered in the College.

Credit for Internet and online courses will not be counted toward the College degree. For non-liberal-arts courses (e.g., business, applied art, speech) taken at another institution count as part of the 16 points. Students may take a total of 16 points in other divisions, including any courses for particular minors approved by the College. Transfer students should note that credits for non-liberal-arts courses (e.g., business, applied art, speech) taken at another institution count as part of the 16 points. Students seeking additional non-liberal-arts credits beyond the 16-point limit must file a petition with the Academic Standards Committee in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Please note that restrictions apply. Courses in other divisions that duplicate the contents of a College of Arts and Science course do not count toward the College degree. For details, students must check with an adviser in the College Advising Center before registering for any courses in other divisions. If a course is not approved, students will not receive credit for it. Independent study or internship courses taken in other divisions of the University do not count toward the College degree. If such courses are taken at schools outside the University, the credit will not transfer to the College.

Also excluded from credit toward the degree are any courses taken in the School of Continuing and Professional Studies once a student is registered in the College.

Credit for Internet and online courses will not be counted toward the baccalaureate degree.

**Summer Session**

Once admitted to the College, students must take all courses here, including those they need or wish to take during the summer. Exceptions are granted only rarely and only for good academic reasons. Requests...
for a waiver should be made by submitting a petition to the Academic Standards Committee in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Information about NYU summer course offerings is available during the preceding fall and spring terms, as is information about dormitory facilities available to students who usually commute.

Credit for Transfer Students
Students are allowed to transfer up to 64 credits to the College. Credits based on semester hours are accepted from other institutions at face value and are not altered when they are transferred into the College. Quarter hours will be converted to semester hours to determine the number of credits transferable to the College of Arts and Science. Non-liberal-arts credits are not always transferable, 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.

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.

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

Final Examinations
When final examinations are missed because of illness, a doctor’s note must be presented to the instructor, who may give a grade of Incomplete. See below for an outline of procedures for taking makeup examinations.

Makeup Examinations
As noted under “Grades,” below, a student who cannot take the final examination in a course at the regularly scheduled time may be given the grade of Incomplete. The student must discuss the reasons for missing the examination with the instructor and, in the case of illness, 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, 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:

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3

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.

To appeal an assigned grade, the student should first consult with the instructor who assigned the grade to discuss the grading requirements for the course and how the grade was determined. If the student is not satisfied with the outcome of the discussion and wishes to appeal the grade further, a
formal written appeal should be submitted to the chair and/or director of undergraduate studies in the particular department. An independent review of the grade will be undertaken by the department. All of the student’s work will be reviewed to clarify how the grade was determined and to ensure the grade is consistent with the academic guidelines and policies of the department. The decision of the department in matters related to a course grade is final.

In the case of a course that has been repeated, only the second grade, whether higher or lower, is computed into the average. The initial grade, however, remains on the transcript.

The grades for courses taken abroad in one of New York University’s programs or at one of the exchange sites are recorded on the transcript and are also included in the grade point average. The grades for graduate and professional courses taken at other divisions in the University are included in the grade point average, provided that permission to enroll is obtained prior to registration for the courses.

Not included in the undergraduate grade point average are grades for the first year of professional courses taken by those students in the three-year accelerated dental 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. 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.

**Incomplete**
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.

**Independent Study**
Most departments offer independent study courses for students with exceptional qualifications. In these courses, the work is planned specifically for each student.

Independent study courses allow the student to work independently with faculty supervision and counsel. The courses typically carry variable credit of 2 or 4 points each term. They are normally limited to upper-class majors but may be open to other well-qualified students. To register for independent study, a student must have written approval of the director of undergraduate studies of the department in which the course is offered. The result of the independent study course should be a paper or objective, tangible evidence of completion of the work. The individual departments may grant credit for not more than 8 points of independent study for work approved in advance. In general, students are not permitted to take more than 12 points of independent study and/or internship, and no more than 8 points may be taken in any one department.

Internships and/or independent study courses taken in other divisions of the University or at other universities do not count toward the College degree.

More specific information can be found under the individual departmental descriptions.

**Leave of Absence**

**General Leave**
If a student and an adviser agree that a leave of absence is the best way to proceed given the student’s situation, the adviser will assist in the withdrawal from the semester and extended time for a leave of absence. A student needs to 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 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.

Students are advised to inquire how the leave of absence may affect their scholarship and financial aid award and should contact the Financial Aid Office at 25 West Fourth Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College 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 needs to complete the Leave of Absence Petition form, which can be obtained at the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140. Leave of absence petitions are accepted and reviewed on a rolling basis throughout the academic year.

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.

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.)

Pass/Fail Option
Students may elect one pass/fail option each term, including the summer sessions, for a total of not more than 32 points during their college career. The pass/fail option is not acceptable for courses completed at other institutions.

The choice must be made before the completion of the fifth week of the term (second week of a six-week summer session); after that time, the decision cannot be initiated or changed. No grade other than P or F will be recorded for those students choosing this option. P includes the grades of A, B, C, and D and is not counted in the average. F is counted in the average.

The pass/fail option is not acceptable in the major, the minor, or any of the courses taken in fulfillment of the Morse Academic Plan requirements. Students considering the pass/fail option in their area of study or in required preprofessional courses should consult with their advisers about the effect of such grades on admission to graduate and professional schools. Students who change their majors may not be able to use courses taken under the pass/fail option to satisfy the requirements of their new majors. The form for declaring the pass/fail option may be obtained in the College Advising Center, Silver Center, Room 905; 212-998-8130.

Petitions
The Faculty Committee on Undergraduate Academic Standards will consider petitions of students to waive requirements or modify policies and regulations of the College. Students should be aware that only very exceptional cases, supported by valid and documented reasons, will be considered. After deliberation, the Committee's decisions on such matters are final. Petition forms may be obtained in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Placement Examinations, Degree Progress, and Transcripts

Placement Examinations

Foreign Languages
Testing and Placement
Most entering students take a proficiency/placement test prior to their first registration in the College. SAT-style reading tests are used as proficiency (exemption) and placement instruments in French, German, Italian, and Spanish. Students who took a foreign-language SAT Subject test while in high school are encouraged to present the score instead of or in addition to taking the College’s test. Written examinations are also given in Korean, modern Greek, modern Hebrew, Latin, Portuguese, Russian, Tagalog, Japanese, and Mandarin Chinese. Testing in Cantonese can be arranged through Ireland House. Testing in Arabic, Turkish, Persian, and Hindi/Urdu can be arranged through the Department of Middle Eastern and Islamic Studies. Because these are reading examinations, students should choose to be tested in the language in which they have good reading skills.

Tests can result either in an exemption from the foreign-language requirement (see “Foreign Language” under Morse Academic Plan) or in placement into the appropriate-level course. Placement into a lower-level course means that the student must continue his or her studies of that language (or begin a new language) until completion of the intermediate two level of that language. In some cases, adjustments in placement may be made during the first weeks of class.

Information on placement testing can be obtained from the Office of Academic Affairs, Silver Center, 100 Washington Square East, Room 908; 212-998-8110. Students who place at a level below that which they have completed at another college will lose transfer credit if they repeat foreign-language course work at the College of Arts and Science.

Testing Exemptions
The proficiency/placement test is required of all entering students with the following exceptions: students who will begin a language they have not previously studied; students whose entire secondary schooling
was in a language other than English and other than those languages taught in the College; and foreign students who complete the sequence of required 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.

Quantitative Reasoning
All students who are planning to register for Quantitative Reasoning (MAP-UA 1XX) or to satisfy this Morse Academic Plan requirement by sufficiently high score on a test must take the Quantitative Reasoning screening/exemption test, offered by the MAP office.

Biology
A biology assessment examination is available to entering students with Advanced Placement credit in this subject to determine whether they have the qualifications for immediate placement into Honors Principles of Biology I (BIOL-UA 13) or (very rarely) into Molecular and Cell Biology I (BIOL-UA 21).

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. 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 at home.nyu.edu.

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 at www.nyu.edu/registrar/transcript-form-login.html and log in with their NetId and password. A signed consent form is not required.

Before completing their transcript request, current students should check to ensure that all their grades have been posted. Recent graduates should check to ensure that their degree has been recorded.

Any transcript request that requires any special handling must go through the Secure Online Transcript Request Form (see above) and cannot be requested on Albert. Special handling includes: (1) sending transcripts by express mail; (2) transcripts sent to the student or alumnus in separate sealed envelopes addressed to admissions offices of other universities; (3) including additional documents to be sent along with the NYU transcript.

Former students who no longer have a valid NetId (unable to access NYUHome/Albert) or who attended New York University prior to 1990 must complete the Secure Online Transcript Request Form (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 name under which the student or graduate attended NYU
- Current address
- Date of birth
- School of the University attended
- Dates attended
- Date of graduation
- The full name and address of the person or institution to which the verification is to be sent

The request may be mailed to New York University, Office of the University Registrar, Enrollment Verification and Graduation, P.O. Box 910, New York, NY 10276-0910. Alternatively, signed requests may be faxed to 212-995-4154. The Registrar does not accept requests for verification by e-mail.

Arrears Policy
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

Diploma Arrears Policy
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears.
or to discuss their financial status at the University.

**Diploma Application**

Students may officially graduate in September, January, or May. The all-University Commencement ceremony is held in May. The College holds two baccalaureate ceremonies, one in December and one 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 at www.nyu.edu/registrar. 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 Admitting Center to receive registration clearance for the next semester. More specific requirements may be imposed.

The Committee on Undergraduate Academic Standards may summon students with unsatisfactory records to discuss their problems and to determine whether and under what conditions they may continue in the College. In special circumstances, the committee may recommend to the dean that students may be granted or placed on leave for a period not to exceed two semesters.

Students on academic probation may not engage in any extracurricular activities (except for departmental clubs) and may not hold office in these clubs without the approval of the Committee on Undergraduate Academic Standards.

Students on academic probation should be aware that they are usually ineligible for financial aid.

**Academic Dismissal**

Students who are dismissed from the College for poor academic performance will be informed via e-mail 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. Thus, when students enter the College, one of the first things that they are asked to do is to sign a community compact, recognizing these principles of academic integrity. For this reason also, violations of these principles are treated with the utmost seriousness.

**Procedures and Sanctions**

The penalty for academic dishonesty is severe. The following are the procedures as approved by the Faculty of Arts and Science.

1. If a student cheats on an examination or in laboratory work or engages in plagiarism, appropriate disciplinary action should be taken. The department can take the following actions:
   a. The faculty member, with the approval of the director of undergraduate studies (director), may reduce the student’s grade or give the student an F in the course.
   b. If after lowering the grade or assigning an F the department believes a more severe penalty (i.e., probation, suspension, expulsion) is warranted, it can refer the case to the dean or his or her representative (associate dean for students) for further action.

2. In all cases of either (a) or (b), the director shall inform the department chair of any action in writing and send copies of this letter to the dean and to the student.
The letter shall include the nature of the offense, the penalty, and the right of the student to appeal such penalty. A copy of the letter shall be kept in a confidential chairman’s file and not in the student’s departmental file. The dean’s office copy shall also be kept in a confidential file. (The professor and/or the director is encouraged to meet with the student and discuss the nature of the offense and the action taken.)

3. For cases involving a first offense at New York University, the dean shall send the student by e-mail and first-class mail a notice that a second offense will result in a one-semester suspension or a more severe penalty. (The student is also called in to discuss the offense and review the consequences of the disciplinary action.)

4. For cases involving a second offense, the dean shall proceed as follows:
   a. Upon receiving a second director’s letter concerning a given student, the dean shall convene a three-member ad hoc committee, with no member being from the department involved, to examine the evidence. This ad hoc committee shall consider if there are reasonable grounds to believe that cheating/plagiarism has occurred and if so, shall affirm the suspension penalty. It shall report its conclusion to the dean within three business days.
   b. If the committee affirms the suspension, the dean shall send the student by registered mail the suspension letter within two business days of receiving the report. The letter shall advise the student of his or her right to appeal. The student shall have two business days from the letter’s delivery to request an appeal of the suspension as provided in Section 5 (below). The suspension shall ordinarily be stayed during the pendency of appeal.
   c. If the committee does not affirm the suspension, the report shall be kept on file for a one-year period.

5. The student in all cases has the right to appeal to the dean. In the event of an appeal, the dean shall elicit a written complaint from the faculty member and proceed as described above.

**Discipline**

Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and the College of Arts and Science, as stated in the Student Disciplinary Procedures and as outlined in the chapter “University Policies and Procedures” in the NYU Student’s Guide. If, pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds. Below is a summary of the offenses for which students may be subject to disciplinary charges by the Committee on Student Discipline:

1. False representation or forgery of academic documents
2. Deliberate destruction, theft, or unauthorized use of laboratory data, research materials, computer resources, or university property
3. Disruption of an academic event
4. Actual or threatened violence or harassment

Depending on the seriousness of the offense, the following penalties may be imposed after a hearing by the Committee on Student Discipline:

**Censure**

Written reprimand for violation of a specified regulation, including the possibility of more severe disciplinary sanction in the event of a subsequent violation of any University regulation within a period of time stated in the letter of reprimand.

**Disciplinary Probation**

Suspension of privileges or exclusion from participating in extra-curricular University activities as set forth by the Committee on Student Discipline for a specified period of time.

**Suspension**

Exclusion from classes, as well as suspension of privileges and exclusion from other activities, as set forth in the notice of suspension for a definite period of time. A student who has been suspended and who is found “not guilty” shall be allowed full opportunity to make up whatever work was missed because of the suspension.

**Dismissal**

Termination of student status for an indefinite period. The conditions for readmission, if any are permitted, shall be stated by the committee in the order of dismissal.

If, as a result of disciplinary action, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.

**Student Grievance**

Students in the College of Arts and Science are referred to the “Student Grievance Procedure” applicable to all the schools of New York University as found in the NYU Student’s Guide. The College adheres to all articles of the “Student Grievance Procedure” as set forth in the “University Policies and Procedures” section of the NYU Student’s Guide.

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**UNIVERSITY POLICIES AND CAMPUS SAFETY**

**University Policy on Patents**

Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s “Statement of Policy on Patents,” a copy of which may be found in the Faculty Handbook or obtained from the dean’s office.

**Immunization Requirements**

New York State Public Health Law (NYS PHL) 2165 requires all students registering for 6 or more credits in a degree-granting program to provide immunization documentation for measles (rubeola), mumps, and rubella (German measles) prior to registration. Students born before January 1, 1957, are exempt. New students...
should complete the MMR section of the Student Health History form. Continuing students should complete and submit a Student Immunization Record Form (PDF), available at www.nyu.edu/shc/pdfs/student_immunization_record.pdf.

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 (PDF), available at www.nyu.edu/shc/pdfs/ meningitis_response.pdf.

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 14 Washington Place; telephone: 212-998-2222; 212-998-2220 (TTY).

New York University’s annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. 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 Weapons Policy
New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, including, but not limited to, firearms, knives, and explosives, in and/or around any and all University facilities—academic, residential, or others. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are 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.

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 when the list is compiled. Note that grade point averages are carried to two decimal places (but are not rounded off).

Honorary Societies in Arts and Science
Any student seeking to join a departmental scholastic honorary society is required to maintain, as a minimum scholastic requirement for election to membership, a general average of 3.50, as well as an average in the major subject of 3.50. Students should consult with departmental advisers in regard to the specific requirements for the various departmental honor societies.

Phi Beta Kappa
Phi Beta Kappa celebrates and advocates excellence in the liberal arts and sciences. The Phi Beta Kappa Society invites for induction the most outstanding arts and science students in America’s leading colleges and universities. NYU’s College of Arts and Science chapter, the Beta of New York, was established in 1858. In terms of seniority, it ranks as the 15th oldest chapter of the Society. Each April, the faculty members of the Beta chapter automatically review the academic performance of all students in the College for eligibility for election to Phi Beta Kappa.

Eligibility for Graduation with Latin Honors
To be graduated with honors, a student must have 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 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 three levels: honors, high honors, and highest 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 admissions, as follows. In rare cases where a candidate for admission to a departmental honors program falls short of the expected minimum GPA, the director of undergraduate studies or the director of departmental honors may petition the director of college honors for an exception. In all cases, once admitted, students are expected to maintain the GPA at the stipulated level in order to graduate with departmental honors. Should there be an exceptional circumstance in which the stipulated GPA is not maintained, the director of college honors may be petitioned for an exception. If the case is compelling, the latter will inform the registrar’s office of the waiver.

Honors programs must, minimally, be a two-term (8-point) experience that includes a capstone research project. The capstone project, which typically culminates in a thesis, should reflect sustained original research over two semesters. The scope and length of a thesis will vary by discipline, but the thesis is typically 40 to 60 pages in length.

All students completing departmental honors must make public presentations of their work, preferably at the CAS Undergraduate Research Conference (URC) held at the end of the academic year, or in a departmental forum (e.g., oral defenses or presentations) held in conjunction with the URC.

Additional information may be obtained from departmental advisers and from the College Advising Center, Silver Center, Room 905; 212-998-8130.
Students with double majors in discrete, unrelated disciplines must complete honors programs in each major for which they seek honors. Students with double majors in interdisciplinary or related fields may, if the two departments concur, convene a joint honors committee to establish an interdisciplinary research program of course work that culminates in a single thesis. Similarly, in the case of joint majors, the relevant departments must work out an agreement on the requirements for honors and on the supervision and evaluation of students’ theses or projects.

**Presidential Honors Scholars**

Membership in the Presidential Honors Scholars at the College of Arts and Science offers outstanding students the opportunity to receive special advising from College faculty and staff, to challenge themselves in honors courses and through independent research, to study away, to take advantage of New York City’s cultural resources, and to develop leadership skills through community service. Scholars comprise a distinguished group of undergraduates; only the top 10 percent of the entering class are chosen, and students who apply for entry after they have matriculated must demonstrate not only superlative academic achievements but also a consistent record of leadership and service to the community.

Freshmen appointed on the basis of their high school records participate in a Scholars Seminar. They meet regularly for lectures and discussions and participate in a wide variety of cocurricular activities. These include the Scholars Lecture Series, cultural events in the city, social events, and community service projects. Scholars also register for a Freshman Honors Seminar. During the January intersession, freshman scholars travel with faculty mentors to Villa La Pietra in Florence, Italy. Sophomore scholars also participate in a study away spring break, choosing a destination that most closely relates to their academic or personal interests. During their junior or senior year, scholars spend an entire semester (or year) studying at one of NYU’s programs or exchanges 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 both 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 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
Awarded 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 Jablows 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 Slocowsky 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 Saliol Meritocracy Award Memorizing 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 for exceptional promise in mathematics.

Horace W. Stunkard Prize in Biology
Income from a fund given by Dr. Jacob Taub, Class of 1925, to honor Professor Stunkard, awarded to a senior who has majored in biology and whose personal and scholastic qualifications show promise of a noteworthy professional career.
Hossein Jafari Memorial Award
Presented to a premedical student with diverse interests, for excellence in academic and extracurricular endeavors.

Ibn Khaldun Prize
Presented for excellence and achievement in the study of Arabic.

Ilse Dusoir Lind Prize
Presented for the outstanding honors thesis in English and American Literature.

International Relations Program Awards
Awarded for excellence and achievements in this field.

Irving H. Jurow WSC ’26 Prelaw Scholastic Achievement Award
Presented for scholastic excellence to a graduating senior who has been accepted to the New York University School of Law.

Isidore Rubiner Award
Presented for outstanding chemical research.

Italian Department Awards
Presented to seniors for excellence and accomplishment in the study of Italian.

James Fenimore Cooper Memorial Prize
An award from the funds given by the citizens of Otsego County, New York, to mark the lifelong friendship between James Fenimore Cooper and Professor Samuel F. B. Morse of New York University and presented annually to an outstanding undergraduate student of journalism.

James Gordon Bennett Prize
Established in 1893 by James Gordon Bennett and awarded to a senior for the “best essay in English prose upon some subject of American governmental, domestic, or foreign policy of contemporaneous interest.”

Jane Costello Prize
Presented for excellence in the study of fine arts.

Jindrich Zezula Prize
Awarded to the best honors thesis in French.

Joel Hershman Scholarship Prize
Presented to a graduating senior for excellence in American history. Recipient must meet Phi Beta Kappa eligibility.

John W. Wilkes Memorial Prize
Presented for service and academic achievement in history.

Joseph Berliner Scholarship
Presented to an undergraduate at the end of the junior year who has distinguished himself or herself in the field of Jewish history.

Josiah Marshall Favill Prize
Income from a bequest from Josiah M. Favill, awarded for the best examination in either Latin or Greek.

Joyce Kilmer Prize
A prize from the income of a fund established by the former students of Joyce Kilmer and others for a prize to be awarded annually to an outstanding student in the magazine concentration.

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 Yeboaah 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 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 honor of her four decades of dedicated and spirited teaching and presented to a graduating senior in politics for excellence and accomplishment in that field.

Robert A. Fowkes Award
Presented to an outstanding graduating senior in the Department of Linguistics.

Robert B. Dow Award
Given annually by the Class of 1938 in memory of Dr. Robert B. Dow, former associate professor of English in Washington Square College, to a student in the graduating class for “four years of devoted service to the college.”

Roger Deakins Prize
Presented for excellence in this field.

Rumi-Biruni Prize
Presented for excellence and achievement in the study of Persian.

Russian Language Studies Prize
Presented for excellence and achievement in the study of Russian.

Rumford Award for Excellence
Presented for excellence in this field.

Saltman 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 Damereel Memorial Prize
Income from a fund given by his parents in memory of Sherborne Vernon Damereel, 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.

Sherriington 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.
The College of Arts and Science offers students a wide variety of activities outside the classroom: curriculum-related clubs, special events, and service to the community and the University. Students participate in faculty meetings and departmental committees and sit as voting members of the University Senate.

The vigor of intellectual life at college after hours is found in curriculum-related clubs that embrace all academic disciplines. For example, the Classics Club is noted for guest lecturers, Greek and Latin reading groups, discussion groups on classical civilization, and productions of ancient tragedy and comedy in the original language and in English. Bus trips are organized by various clubs (such as the Art History, History, and Classics Clubs) to museums and private collections in other cities. Clubs associated with the sciences visit research laboratories, hospitals, and industrial plants. Students may become members of the Choral Arts Society, the NYU Concert Band, the NYU Jazz Ensembles, the NYU Orchestra, the NYU Woodwind Ensembles, the NYU Chamber Music Society, and Collegium Musicum.

In addition, the Student Council sponsors other cocurricular activities. Students serve the community in various ways, volunteering time to settlement houses or tutoring high school students.

Information on student life is available at the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909; 212-998-8140.

A variety of activities is open to all students at Washington Square: student councils representing all undergraduate and graduate students; special interest groups; science and professional societies; political, religious, and ethnic groups; fraternities; sororities; student publications, including the Washington Square News; and the radio station, WNYU-FM. For further information about all-University activities, contact the 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
Website: www.nyu.edu/studentactivities

**Student Resource Center**

Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411
E-mail: ask.src@nyu.edu
Website: www.nyu.edu/srv

**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: 212-998-4984
E-mail: program.board@nyu.edu
Website: www.osa.nyu.edu/pb.html

**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
Website: www.nyu.edu/ticketcentral

**Alumni Activities**

**Office for University Development and Alumni Relations**

25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu
Website: alumni.nyu.edu

**Athletics**

**Department of Athletics, Intramurals, and Recreation**

Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
E-mail: coles.sportscenter@nyu.edu
Website: www.nyu.edu/athletics

**Palladium Athletic Facility**

140 East 14th Street
Telephone: 212-992-8500
Website: www.nyu.edu/palladiumathleticfacility

**Bookstores**

**Main Bookstore**

726 Broadway
Telephone: 212-998-4667
Website: www.bookstores.nyu.edu

**Computer Store**

242 Greene Street
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu
Website: www.bookstores.nyu.edu/computer.store

**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
Website: www.nyu.edu/careerdevelopment

**Computer Services and Internet Resources**

**Information Technology Services (ITS)**

10 Astor Place, 4th Floor (Client Services Center)
Telephone Help Line: 212-998-3333
Website: www.nyu.edu/its

**Counseling Services**

**College Counseling Service**

Silver Center, Room 920
Telephone: 212-998-8150
Website: www.nyu.edu/bhc/counseling
Counseling and Wellness Services
726 Broadway, Suite 471
Telephone: 212-998-4780
Website: www.nyu.edu/shc/counseling

The Wellness Exchange
726 Broadway, 4th Floor
Telephone: 212-443-9999 (24 hours a day, 7 days a week)
E-mail: wellness.exchange@nyu.edu
Website: www.nyu.edu/999

Dining
NYU Dining Services
Telephone: 212-995-3030
E-mail: dining.services@nyu.edu
Website: www.nyudining.com

Disabilities, Services for Students with
Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 2nd Floor
Telephone: 212-998-4980 (voice and TTY)
Website: www.nyu.edu/csd

Health
Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999 (24 hours a day, 7 days a week)
E-mail: wellness.exchange@nyu.edu
Website: www.nyu.edu/999

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Website: www.nyu.edu/shc

Counseling (see “Counseling and Wellness 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
Website: www.nyu.edu/about/insurance

Pharmacy Services
Telephone: 212-443-1050
Website: www.nyu.edu/shc/medservices/pharmacy

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
Website: www.nyu.edu/housing

Off-Campus Services
60 Washington Square South, Room 210
Telephone: 212-998-4620
Website: www.nyu.edu/housing/offcampus

International Students and Scholars
Office for International Students and Scholars (OISS)
561 La Guardia Place
Telephone: 212-998-4720
E-mail: intl.students.scholars@nyu.edu
Website: www.nyu.edu/oiss

American Language Institute
7 East 12th Street, Room 821
Telephone: 212-998-7040
E-mail: ali@nyu.edu
Website: www.scps.nyu.edu

Lesbian, Gay, Bisexual, and Transgender Students
Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbt.office@nyu.edu
Website: www.nyu.edu/lgbt

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
Website: www.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
Website: www.bronfman

Catholic Center
371 Sixth Avenue (Avenue of the Americas)
Telephone: 212-741-1274
Website: www.washingtonsquarecatholic.org

Center for Spiritual Life
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

Hindu Students Council
Website: www.nyu.edu/clubs/hsc

The Islamic Center
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4712
Website: www.icnyu.org

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Website: www.protestantministrynyu.com

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
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu
Website: www.nyu.edu/public.safety

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 not-for-profit organizations throughout New York City.
Community service provides an opportunity to address major social, health, hunger, and environmental issues. Through service, students enhance their leadership skills, find fulfillment in giving back something to the community, and build new relationships while learning more about themselves.

Service Activities

There are many ways to become involved in activities on and off campus. Students in the College collect canned goods, conduct toy drives, and distribute bag lunches to the homeless. They work in dropout-prevention programs that encourage high school students to stay in school. They renovate houses and make them livable again. Students in the Presidential Scholars Program participate in ongoing service projects such as the Dean's Service Honor Corps, the University Settlement House, the Door, and the Beacon House. Whether their involvement is with the sick, the poor, or those who simply need a helping hand, student volunteers give of themselves freely. And they all agree that they get back much more than they give.

To strengthen and further support community-service initiatives, the University sponsors a central Office of Civic Engagement (www.nyu.edu/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.

Service-learning courses link structured academic course work with community service for academic credit. The College offers service-learning courses related to the numerous majors and academic areas of concentration available to students. For more information about these courses, contact particular departments or the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

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 (212-998-4954).

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.
Faculty of Arts and Science

PROFESSORS

Gabriel Abend, Assistant 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


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; Director, Africana Studies; 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)

Susan Andersen, Professor of Psychology; B.A. 1977, California (Santa Cruz); Ph.D. 1981, Stanford

Loredana Anderson-Tirro, Language Lecturer on Italian; B.A. 1984, San Francisco State; M.A. 1986, Ph.D. 1991, California (Los Angeles)

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; 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 Ardizzzone, Associate Professor of Italian; Ph.D. 1967, Palermo (Sicily)

Paramjit Arora, Associate Professor of Chemistry; B.S. 1992, California (Berkeley); Ph.D. 1999, California (Irvine)

Richard Arum, Associate Professor of Sociology; B.A. 1985, Tufts; M.Ed. 1988, Harvard; Ph.D. 1996, California (Berkeley)

Elizabeth Augspach, Language Lecturer on Spanish; B.A. 1989, North Dakota State; M.A. 1993, St. John’s; Ph.D. 2003, CUNY

Thomas Augst, Associate Professor of English; B.A. 1987, Yale; M.A. 1992, Ph.D. 1996, Harvard

Marco M. Avellaneda, Professor of Mathematics; Lic. en Cien. 1981, Buenos Aires; Ph.D. 1985, Minnesotta

Miriam Ayres, Senior Language Lecturer on Portuguese; B.A. 1981, M.A. 1989, Rio de Janeiro

Efrain Azmitia, Professor of Biology and Neural Science; B.A. 1968, Washington; M.A. 1973, Cambridge; Ph.D. 1976, Rockefeller

Zlatko Bačić, Professor of Chemistry; B.S. 1977, Zagreb; Ph.D. 1981, Utah


Ulrich Baer, Professor of German; Vice Provost for Globalization and Multicultural Affairs; B.A. 1991, Harvard; Ph.D. 1995, Yale

Roger Bagnall, Professor of Ancient History; Director, Institute for the Study of the Ancient World; B.A. 1968, Yale; M.A. 1969, Ph.D. 1972, Toronto

Shara Bailey, Associate Professor of Anthropology; B.A. 1992, Temple; M.A. 1995, Ph.D. 2002, Arizona State

Jennifer J. Baker, Associate Professor of English; B.A. 1990, Georgetown; M.A. 1993, Stanford; Ph.D. 2000, Pennsylvania

Benjamin Bakker, Courant Instructor, Courant Institute; B.A. 2005, Harvard; Ph.D. 2010, Princeton

Emily Balcetis, Assistant Professor of Psychology; B.A., B.F.A. 2001, Nebraska (Kearney); Ph.D. 2006, Cornell
Mark R. Baltin, Professor of Linguistics; B.A. 1971, McGill; M.A. 1975, Pennsylvania; Ph.D. 1978, Massachusetts Institute of Technology

Chris Barker, Professor of Linguistics; B.A. 1983, Yale; B.A. 1986, Ph.D. 1991, California (Santa Cruz)

Clark Barrett, Associate Professor of Computer Science; B.S. 1995, Brigham Young; M.S. 1998, Ph.D. 2002, Stanford


Gabriela Basterra, Associate Professor of Spanish and Portuguese and Comparative Literature; B.A. 1987, Zaragoza (Spain); M.A. 1990, Ph.D. 1997, Harvard

Elizabeth Bauer, Clinical Assistant Professor of Psychology; B.A. 1989, M.A. 1994, Ph.D. 2000, CUNY

Mohamad Bazzi, Assistant Professor of Journalism; B.A. 1997, CUNY

Michel Beaujour, Professor of French; Lic. ès Let. 1954, Paris; Agrégé de l’Université 1957, Paris

Nathaniel Beck, Professor of Politics; B.A. 1967, Rochester; M.A. 1969, M.Phil. 1972, Ph.D. 1977, Yale

Lynne Marie Beckenstein, Language Lecturer on Expository Writing; B.A. 2006, Columbia; M.F.A. 2009, New York


Michael Beckerman, Collegiate Professor of Music; Chair, Department of Music; B.A. 1973, Hofstra; M.A. 1976, M.Phil. 1978, Ph.D. 1982, Columbia

Brigitte Miriam Bedos-Rezak, Professor of History; Lic. ès Let. 1977, Ph.D. 1977, Sorbonne


Irina Belodedova, Senior Language Lecturer on Russian; B.S. 1973, Kiev State; M.A. 1983, New York

Cristina Beltrán, Associate Professor of Social and Cultural Analysis; B.A. 1992, California (Santa Cruz); Ph.D. 2003, Rutgers


Abby Bender, Assistant Professor/Faculty Fellow of Irish Studies; B.A. 1996, Vassar College; M.A. 2002, Ph.D. 2006, Princeton

Thomas H. Bender, Professor of History; University Professor; B.A. 1966, California (Santa Clara); M.A. 1967, Ph.D. 1971, California (Davis)

Ruth Ben-Ghiat, Professor of Italian; Chair, Department of Italian Studies; B.A. 1981, California (Los Angeles); Ph.D. 1991, Brandeis

Jess Benhabib, Paulette Goddard Professor of Political Economy; Acting Dean of the Faculty of Arts and Science; B.A. 1971, Bogazici; M.Phil. 1974, Ph.D. 1976, Columbia

Zvi Ben-Dor Benite, Professor of History and Middle Eastern and Islamic Studies; B.A. 1991, Hebrew; M.A. 1997, C.Phil. 1998, Ph.D. 2000, California (Los Angeles)

Nat Bennett, Language Lecturer on Expository Writing; B.A. 1999, Wisconsin

Lauren Benton, Professor of History; Dean, Graduate School of Arts and Science; B.A. 1978, Harvard; M.A. 1983, M.A. 1984, Ph.D. 1987, Johns Hopkins

Edward Berenson, Professor of History; B.A. 1971, Princeton; Ph.D. 1981, Rochester

Marsha Berger, Silver Professor and Professor of Computer Science; B.S. 1974, SUNY (Binghamton); M.S. 1978, Ph.D. 1982, Stanford

Simeon M. Berman, Professor of Mathematics; B.A. 1956, City College; M.A. 1958, Ph.D. 1961, Columbia


Varuni Bhatia, Assistant Professor and Faculty Fellow of Religious Studies; Ph.D. 2008, New York

Maharukh Bhiladwala, Clinical Associate Professor of Economics; Ph.D. 1995, Pennsylvania

Kenneth Birnbaum, Associate Professor of Biology; B.A. 1984, Pennsylvania; M.S. 1993, Wisconsin (Madison); Ph.D. 2000, New York

Thomas Bishop, Florence Lacaze Gould Professor of French Literature and Comparative Literature; B.A. 1950, New York; M.A. 1951, Maryland; Ph.D. 1957, California (Berkeley)

Alberto Bisin, Associate Professor of Economics; B.A. 1987, Bocconi (Italy); M.A. 1990, Ph.D. 1993, Chicago

Renée Blake, Associate Professor of Linguistics; B.Sc. 1987, M.A. 1993, Ph.D. 1997, Stanford

Michael Blanton, Associate Professor of Physics; B.A. 1995, Cornell; M.A. 1997, Ph.D. 1999, Princeton

Justin Blau, Associate Professor of Biology; B.A. 1992, King’s College, London; Ph.D. 1996, Cambridge (England)

Ned Block, Silver Professor and Professor of Philosophy and Psychology; B.S. 1964, Massachusetts Institute of Technology; Ph.D. 1971, Harvard

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

Paul Boghossian, Silver Professor and Professor of Philosophy; B.S. 1978, Trent; Ph.D. 1984, Princeton

Gergely Bognar, Assistant Professor and Faculty Fellow of Philosophy; Ph.D. 2005, Central European University

Fedor A. Bogomolov, 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, Language Lecturer on Italian; Laurea 1971, Catania (Italy)
Stéphane Bonhomme, Assistant Professor of Economics; Ph.D. 2005, Sorbonne
Richard Bonneau, Associate Professor of Biology and Computer Science; B.A. 1997, Florida State; Ph.D. 2001, Washington
Eliot Borenstein, Collegiate Professor and Professor of Russian and Slavic; B.A. 1988, Oberlin; M.A. 1989, Ph.D. 1993, Wisconsin (Madison)
Richard L. Borowsky, Professor of Biology; B.A. 1964, Queens College; M.Phil. 1967, Ph.D. 1969, Yale
Nawaf Bou-Rabee, Assistant Professor/ Courant Instructor; B.A./B.S. 2001, Rice; Ph.D. 2007, California Institute of Technology
Robert Boynton, Associate Professor of Journalism; B.A. 1985, Haverford College; M.A. 1988, Yale
Steven J. Brams, Professor of Politics; B.S. 1962, Massachusetts Institute of Technology; Ph.D. 1966, Northwestern
Jeremy S. Brandman, Assistant Professor/ Courant Instructor; Ph.D. 2008, California (Los Angeles)
Kathleen Weil-Garris Brandt, Professor of Art History; B.A. 1956, Vassar College; M.A. 1958, Radcliffe College; Ph.D. 1965, Harvard
Christopher Bregler, Professor of Computer Science; Diplom 1993, Karlsruhe (Germany); M.S. 1995, Ph.D. 1998, California (Berkeley)
Neil Brenner, Professor of Sociology and Social and Cultural Analysis; Director, Metropolitan Studies; B.A. 1991, Yale; M.A. 1994, Ph.D. 1999, Chicago; M.A. 1996, California (Los Angeles)
Laura Bresciani, Senior Language Lecturer on Italian; A.A. 1986, Istituto Statale Michelangelo Buonarroti; M.A. 1999, M.A. 2004, Siena (Italy)
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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

Matthew Wiswall, Assistant Professor of Economics; B.A. 1998, Wisconsin (Madison); M.A. 2001, Ph.D. 2005, California (Los Angeles)

Edward N. Wolff, Professor of Economics; B.A. 1968, Harvard; M.Phil. 1972, Ph.D. 1974, Yale

Larry Wolff, Professor of History and European and Mediterranean Studies; Director, Center for European and Mediterranean Studies; B.A. 1979, Harvard; M.A. 1980, Ph.D. 1984, Stanford

Elliott Wolfson, Judge Abraham Lieberman Professor of Hebrew and Judaic Studies; B.A. 1979, M.A. 1979, Queens College; Ph.D. 1983, Brandeis

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Margaret Wright, Silver Professor and Professor of Computer Science; B.S. 1964, M.S. 1965, Ph.D. 1976, Stanford

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Robert Young, Silver Professor and Professor of English; B.A. 1972, D.Phil. 1980, Oxford

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Vivian Yue, Assistant Professor of Economics; B.S. 2000, Tsinghua (Beijing); M.A. 2002, Ph.D. 2005, Pennsylvania

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Jonathan Zimmerman, Professor of History and Education; B.A. 1983, Columbia; M.A. 1990, Ph.D. 1993, Johns Hopkins

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Ron Zweig, Marilyn and Henry Taub Professor of Israel Studies; B.A. 1971, Sydney (Australia); Ph.D. 1978, Cambridge (England)
PROFESSORS EMERITI

Doris R. Aaronson, B.S., M.A., Ph.D., Psychology
Raziel Abelson, M.A., Ph.D., Philosophy
Thomas R. Adam, M.A., LL.B., Politics
Charles M. Affron, B.A., Ph.D., French
Helene Anderson, B.A., M.A., Ph.D., Spanish
Gay Wilson Allen, B.A., M.A., Ph.D., English
Robert Bailey, M.A., M.F.A., Ph.D., Music
P. R. Baker, B.A., M.A., Ph.D., History
Louis Baron, B.S., M.S., Mathematics
Reinhard Becker, B.A., M.A., Ph.D., German
Benjamin Bederson, B.S., M.A., Ph.D., Physics
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David L. Burrows, B.Mus., M.A., Ph.D., Music
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Gisbert Flanz, Ph.D., Poltistics
Eliot L. Friedson, Ph.B., M.A., Ph.D., Sociology
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Frank C. Karal, Jr., B.S., Ph.D., Mathematics
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Joel Larus, B.A., M.A., LL.B., Ph.D., Politics
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Ilse Dusoir Lind, B.A., M.A., Ph.D., English
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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
Humberto Pinera, Doc. en Let., Spanish
Alice M. Pollin, B.A., M.A., Ph.D., Spanish
Martin Pope, B.S., Ph.D., Chemistry
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
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John Sculli, B.A., M.A., Ph.D., Physics
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Patricia C. Sexton, B.A., M.A., Ph.D., Sociology
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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
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Larry Spruch, B.A., Ph.D., Physics
Stewart Stehlin, B.A., M.A., Ph.D., History
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Ralph Straetz, B.A., M.A., Ph.D., Politics
Fleur L. Strand, B.A., M.A., Ph.D., Biology
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
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 of the Faculty of Arts and Science serve only the College of Arts and Science.

The Committee on Undergraduate Academic Standards
Membership by appointment and by office. Term: three years.

The Committee on Recommendations to Schools of the Health Professions
Membership by appointment and by office. Term: three years.

The Faculty Committee on Undergraduate Curriculum
Membership by election and by office. Term: three years.

The Faculty Committee on Undergraduate Honors
Membership by election and by office. Term: three years.

The Faculty Committee on Undergraduate Scholarships and Financial Aid
Membership by appointment and by office. Term: two years.

STANDING COMMITTEES OF THE FACULTY OF ARTS AND SCIENCE

The following standing faculty committees of the Faculty of Arts and Science serve both the College of Arts and Science and the Graduate School of Arts and Science.

The Faculty Advisory Committee on Policy and Planning
Membership by appointment, by election, and by office. Term: three years.

The Faculty Committee on Student Discipline
Membership by appointment and election. Term: three years.

The Faculty Committee on Nominations and Elections
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 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 Dean. Term: three years.

Student Representatives to the Senate
The names of the representatives are available in the Office of the 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 that of neural science. The B.S. degree is offered in the majors in chemistry, neural science, and physics; as part of the B.S./B.S. program with the Polytechnic Institute of New York University, it is also offered in biology, computer science, and mathematics.

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

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<th>HEGIS* number</th>
<th>Classical Civilization 2203</th>
<th>French 1102</th>
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<tr>
<td>Africana Studies 2211</td>
<td>Classical Civilization and Hellenic Studies (major only) 1504</td>
<td>French and Linguistics (major only) 1199</td>
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<tr>
<td>American Studies (minor only)</td>
<td>Classics (major only) 1504</td>
<td>Gender and Sexuality Studies 4903</td>
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<td>Comparative Literature 1503</td>
<td>Genetics (minor only)</td>
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<tr>
<td>Animal Studies (minor only)</td>
<td>Computer Applications (minor only)</td>
<td>Genomics and Bioinformatics (minor only) 1199</td>
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<td>Anthropology 2202</td>
<td>Computer Science 0701</td>
<td>German and Linguistics (major only) 1199</td>
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<td>Anthropology and Classical Civilization (major only) 2299</td>
<td>Computer Science and Economics (major only) 0799</td>
<td>German Literature and Culture 1103</td>
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<tr>
<td>Anthropology and Linguistics (major only) 4903</td>
<td>Computer Science and Mathematics 1799</td>
<td>Hellenic Studies 0399</td>
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<tr>
<td>Architecture Studies (see Urban Design and Architecture Studies)</td>
<td>Creative Writing (minor only)</td>
<td>History 2205</td>
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<tr>
<td>Art History 1003</td>
<td>Creative Writing in Spanish (minor only)</td>
<td>Iberian Studies 0399</td>
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<td>Art History and Classics (major only) 1504</td>
<td>Dramatic Literature 1007</td>
<td>International Relations (major only) 2210</td>
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<td>Asian/Pacific/American Studies 0399</td>
<td>East Asian Studies 0302</td>
<td>Irish Studies (minor only)</td>
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<td>Astronomy (minor only)</td>
<td>Economics 2204</td>
<td>Italian 1104</td>
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<td>Biochemistry (major only) 0414</td>
<td>Economics and Mathematics (major only) 1799</td>
<td>Italian and Linguistics (major only) 1199</td>
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<td>Biology 0401</td>
<td>Engineering (majors only; B.S. only)</td>
<td>Jewish History and Civilization 0399</td>
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<tr>
<td>Business Studies (minor only; through the College of Arts and Science and the Stern School of Business)</td>
<td>Chemical and Biomolecular Engineering 0401/1905</td>
<td>Journalism 0602</td>
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<tr>
<td>Chemistry (B.A. or B.S.) 1905</td>
<td>Civil Engineering 1701/1902</td>
<td>Language and Mind (major only) 4903</td>
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<tr>
<td>Child and Adolescent Mental Health Studies (minor only)</td>
<td>Computer Engineering 0701/1701/1902</td>
<td>Latin American Studies 0308</td>
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<td>Cinema Studies (through the Tisch School of the Arts and the College of Arts and Science) 1010</td>
<td>Electrical Engineering 0701/1701/1902</td>
<td>Latin/Greek 1109/1110</td>
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<td>Mechanical Engineering 1701/1902</td>
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<td>English and American Literature 1502</td>
<td>Law and Society (minor only)</td>
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<td>Environmental Biology (minor only) 1502</td>
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<td>Environmental Studies 0420</td>
<td>Literature in Translation (minor only)</td>
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<td>European and Mediterranean Studies 0310</td>
<td>Luso-Brazilian Language and Literature 1199</td>
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</table>

MAJORS AND MINORS AS REGISTERED BY N.Y. STATE • COLLEGE OF ARTS & SCIENCE • NEW YORK UNIVERSITY 512
<table>
<thead>
<tr>
<th>Major/Minor</th>
<th>HEGIS* number</th>
<th>Major/Minor</th>
<th>HEGIS* number</th>
<th>Major/Minor</th>
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<tbody>
<tr>
<td>Medieval and Renaissance Studies</td>
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<td>Politics</td>
<td>2207</td>
<td>Spanish and Latin American Literatures and Cultures (major only)</td>
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<td>Metropolitan Studies</td>
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<td>Psychology</td>
<td>2001</td>
<td>Spanish and Linguistics (major only)</td>
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<td>Middle Eastern and Islamic Studies</td>
<td>0309</td>
<td>Religious Studies</td>
<td>1510</td>
<td>Urban Design and Architecture Studies</td>
<td>2214</td>
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<td>Molecular and Cell Biology (minor only)</td>
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<td>Molecular and Cell Biology (minor only)</td>
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<td>Urban Studies (see Metropolitan Studies)</td>
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<td>1005</td>
<td>Science and Society (minor only)</td>
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<td>Neural Science (major only; B.S. only)</td>
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<td>Self-Designed Major</td>
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<td>Philosophy</td>
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<td>Social and Cultural Analysis</td>
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<td>Physics (B.A. or B.S.)</td>
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<td>Sociology</td>
<td>2208</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>South Asian Studies (minor only)</td>
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</tr>
</tbody>
</table>

Also available to students in the College are several minors offered in other divisions of New York University. For more information, see the Cross-School Minors section of this Bulletin.

**CLASSIFICATION OF COURSES**

This Bulletin contains descriptions of the College’s departments, programs, and courses. The first part of every course number identifies the department or program offering or cross-listing the course (for example, ARTH for art history). This is always followed by a two-letter suffix. The suffix “UA” indicates undergraduate courses offered in the College; “GA” indicates a graduate course offered by the Graduate School of Arts and Science. The numeric identifier comes last (for example, a complete course rubric would be ARTH-UA 677).

Graduate courses open to qualified undergraduates are designated by the departments. The departmental policy in this matter may be indicated either in this Bulletin or in the Graduate School of Arts and Science Bulletin; interested students are also advised to check directly with the relevant departments.

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

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