Notice: The policies, requirements, course offerings, schedules, activities, tuition, fees, and calendar of the school and its departments and programs set forth in this bulletin are subject to change without notice at any time at the sole discretion of the administration. Such changes may be of any nature, including, but not limited to, the elimination of the school or college, programs, classes, or activities; the relocation 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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Travel Directions to the Washington Square Campus ................. 421
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 first president of New York University’s governing council was Albert Gallatin, former adviser to Thomas Jefferson and secretary of the treasury in Jefferson’s cabinet. Gallatin and his cofounders said that the new university was to be a “national university” that would provide a “rational and practical education for all.”

The result of the founders’ foresight is today a university that is recognized both nationally and internationally as a leader in scholarship. Of the more than 3,000 colleges and universities in America, only 60 institutions are members of the distinguished Association of American Universities. New York University is one of the 60. Students come to the University from all 50 states and from over 130 foreign countries.

The University includes 18 schools, colleges, and institutes at major centers in Manhattan, Brooklyn, and Abu Dhabi (UAE). In addition, the University operates a branch campus program in Rockland County at St. Thomas Aquinas College. Certain of the University’s research facilities, notably the Nelson Institute of Environmental Medicine, are located in Sterling Forest, near Tuxedo, New York. Although overall the University is large, the divisions are small- to moderate-sized units—each with its own traditions, programs, and faculty.

Enrollment in the undergraduate divisions of the University ranges between 130 and 7,672. While some introductory classes in some programs have large numbers of students, many classes are small. Nearly 4,600 undergraduate courses are offered.

The University overall grants more than 25 different degrees.
### The Schools, Colleges, Institutes, and Programs of the University (in order of their founding)

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1832</td>
<td>College of Arts and Science (cas.nyu.edu)</td>
</tr>
<tr>
<td>1835</td>
<td>School of Law (<a href="http://www.law.nyu.edu">www.law.nyu.edu</a>)</td>
</tr>
<tr>
<td>1841</td>
<td>School of Medicine (school.med.nyu.edu)</td>
</tr>
<tr>
<td>1865</td>
<td>College of Dentistry (<a href="http://www.nyu.edu/dental">www.nyu.edu/dental</a>) (including the College of Nursing [1947], <a href="http://www.nyu.edu/nursing">www.nyu.edu/nursing</a>)</td>
</tr>
<tr>
<td>1886</td>
<td>Graduate School of Arts and Science (<a href="http://www.gas.nyu.edu">www.gas.nyu.edu</a>)</td>
</tr>
<tr>
<td>1890</td>
<td>Steinhardt School of Culture, Education, and Human Development (steinhardt.nyu.edu)</td>
</tr>
<tr>
<td>1900</td>
<td>Leonard N. Stern School of Business (<a href="http://www.stern.nyu.edu">www.stern.nyu.edu</a>)</td>
</tr>
<tr>
<td>1922</td>
<td>Institute of Fine Arts (<a href="http://www.nyu.edu/gas/dept/fina">www.nyu.edu/gas/dept/fina</a>)</td>
</tr>
<tr>
<td>1934</td>
<td>School of Continuing and Professional Studies (<a href="http://www.scps.nyu.edu">www.scps.nyu.edu</a>)</td>
</tr>
<tr>
<td>1934</td>
<td>Courant Institute of Mathematical Sciences (cims.nyu.edu)</td>
</tr>
<tr>
<td>1938</td>
<td>Robert F. Wagner Graduate School of Public Service (wagner.nyu.edu)</td>
</tr>
<tr>
<td>1960</td>
<td>Silver School of Social Work (<a href="http://www.nyu.edu/socialwork">www.nyu.edu/socialwork</a>)</td>
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<tr>
<td>1965</td>
<td>Tisch School of the Arts (<a href="http://www.tisch.nyu.edu">www.tisch.nyu.edu</a>)</td>
</tr>
<tr>
<td>1970</td>
<td>Leonard N. Stern School of Business (<a href="http://www.stern.nyu.edu">www.stern.nyu.edu</a>)</td>
</tr>
<tr>
<td>1972</td>
<td>Gallatin School of Individualized Study (<a href="http://www.nyu.edu/gallatin">www.nyu.edu/gallatin</a>)</td>
</tr>
<tr>
<td>1972</td>
<td>Liberal Studies Program (<a href="http://www.liberalstudies.nyu.edu">www.liberalstudies.nyu.edu</a>)</td>
</tr>
<tr>
<td>2006</td>
<td>Institute for the Study of the Ancient World (<a href="http://www.nyu.edu/isaw">www.nyu.edu/isaw</a>)</td>
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<tr>
<td>2009</td>
<td>New York University Abu Dhabi (nyudub.nyu.edu)</td>
</tr>
<tr>
<td>1854</td>
<td>Polytechnic Institute of New York University (<a href="http://www.poly.edu">www.poly.edu</a>) (affiliated 2008)</td>
</tr>
<tr>
<td>1960</td>
<td>Silver School of Social Work (<a href="http://www.nyu.edu/socialwork">www.nyu.edu/socialwork</a>)</td>
</tr>
<tr>
<td>1965</td>
<td>Tisch School of the Arts (<a href="http://www.tisch.nyu.edu">www.tisch.nyu.edu</a>)</td>
</tr>
</tbody>
</table>

### 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 four million print volumes, 68,000 serial subscriptions, 50,000 electronic journals, half a million e-books, 105,000 audio and video recordings, and 25,000 linear feet 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 Web site, library.nyu.edu, received 2.8 million visits in 2008-2009.

Bobst Library offers 45 miles of open stacks and 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 and three multimedia classrooms. Last year the center filled more than 70,000 research requests for audio and video material. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events. The Data Service Studio provides expert staff and access to software, statistical computing, geographical information systems analysis, data collection resources, and data management services in support of quantitative research at NYU.

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Food Studies Collection, a rich and growing trove of cookbooks, food writing, pamphlets, paper, and archives dating from the 1790s; and the Downtown Collection, an extraordinary multi-media 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 B. Pritzker Real Estate Library at the Real Estate Institute, the most comprehensive facility of its kind, serves the infor-
nformation 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 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 30 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 advisors 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 coursework or in outside activities, tend to be involved in the vigorous and varied life of the city. Research for term papers in the humanities and social sciences may take them to such diverse places as the American Museum of Natural History, the Museum of Modern Art, a garment factory, a deteriorating neighborhood, or a foreign consulate.

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

The chief center for undergraduate and graduate study is at Washington Square in Greenwich Village, long famous for its contributions to the fine arts, literature, and drama and its personalized, smaller-scale, European style of living. New York University itself makes a significant contribution to the creative activity of the Village through the high concentration of faculty and students who reside within a few blocks of the University. University apartment buildings provide housing for over 2,100 members of the faculty and administration, and student residence halls accommodate over 11,500 men and women. Many more faculty and students reside in private housing in the area.

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

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

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to 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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Marvin Leffler, B.S., M.B.A.
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<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew S. Santirocco, B.A.</td>
<td>M.A. [Cantab.], M.Phil., Ph.D.</td>
</tr>
<tr>
<td>Seryl Kushner</td>
<td>Dean</td>
</tr>
<tr>
<td>Anita Farrington, B.A., M.A.</td>
<td>Assistant Dean for Freshmen</td>
</tr>
<tr>
<td>Soomin Han</td>
<td>Assistant Dean for Academic Support Services; Director, College Learning Center</td>
</tr>
<tr>
<td>Richard J. Kalb, B.A., M.A., M.Div., Ph.D.</td>
<td>Associate Dean for Students</td>
</tr>
<tr>
<td>William J. Long, B.A., M.A., Ph.D.</td>
<td>Associate Dean for Advising and Student Services</td>
</tr>
<tr>
<td>Sally Sanderlin, B.A.; M.Litt.</td>
<td>Associate Dean for Administration</td>
</tr>
<tr>
<td>Otto Sonntag, B.A., M.A., Ph.D.</td>
<td>Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Anne M. Blatz, B.A., M.A.</td>
<td>Academic Advisor and Assistant to the Dean; International Students</td>
</tr>
<tr>
<td>Cary Chan, B.S.</td>
<td>Systems Administrator</td>
</tr>
<tr>
<td>Jean Chen-Villalba, B.A., M.A.</td>
<td>Advisor and Assistant to the Dean, Academic Standards</td>
</tr>
<tr>
<td>Anthony Chiaravelotti, B.A., M.A.</td>
<td>Academic Advisor</td>
</tr>
<tr>
<td>Paul G. Cognata, B.A., B.A., M.A.</td>
<td>Academic Advisor</td>
</tr>
<tr>
<td>Kevin Davis, B.A.</td>
<td>Executive Assistant to the Dean</td>
</tr>
<tr>
<td>Patti A. Davis, B.A., M.A.</td>
<td>Associate Director, College Advising Center</td>
</tr>
<tr>
<td>Aaron DeLand, B.A., M.A.</td>
<td>Print Production Coordinator</td>
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<tr>
<td>Angela Ellis, B.S., M.A.</td>
<td>Academic Advisor</td>
</tr>
<tr>
<td>Anthony Ferreria, B.A., M.S.</td>
<td>Academic Advisor, Academic Achievement Program</td>
</tr>
<tr>
<td>Michael Fisher, B.A.</td>
<td>Administrative Assistant, Academic Affairs</td>
</tr>
<tr>
<td>Kimberly Germain, S.B., M.A., Ph.D.</td>
<td>Associate Director, Scholarship Programs</td>
</tr>
<tr>
<td>Devin Gross, B.S., M.A.</td>
<td>Special Events Coordinator</td>
</tr>
<tr>
<td>Joseph Hemmes, B.A., M.A.</td>
<td>Assistant to the Dean; Academic Advisor—Transfer and Engineering Students</td>
</tr>
<tr>
<td>Tanisha Johnson-Campbell, B.A., M.B.A., M.A.</td>
<td>Collegiate Seminar Program Administrator</td>
</tr>
<tr>
<td>Kenneth Kidd, B.S.</td>
<td>Project Director and Special Assistant to the Dean</td>
</tr>
<tr>
<td>Justin Lorts, B.A., Ph.D.</td>
<td>Associate Director, B.A./M.A. and Interschool Programs</td>
</tr>
<tr>
<td>Gwynneth Malin, B.A., M.A., M.Phil.</td>
<td>Director, Special and Summer Programs</td>
</tr>
<tr>
<td>James C. Mazza, B.A., M.A., Ph.D.</td>
<td>Assistant Director, Preprofessional Advising</td>
</tr>
<tr>
<td>Dermot O’Brien, B.A., M.A., Ph.D.</td>
<td>Associate Director, Academic Support</td>
</tr>
<tr>
<td>Rose Olivito, B.F.A., M.A.</td>
<td>Academic and Student Services Administrator, Student Affairs</td>
</tr>
<tr>
<td>J. Ryan Poynter, B.S., M.A., Ph.D.</td>
<td>Associate Director, Academic Affairs</td>
</tr>
<tr>
<td>Christian Rafidi</td>
<td>Budget and Operations Administrator</td>
</tr>
<tr>
<td>Staci L. Ripkey, B.A., M.A.</td>
<td>Associate Director, Orientation and Transition Services</td>
</tr>
<tr>
<td>Stacey Satchell, B.S., M.S., M.A.</td>
<td>Academic Advisor, International Programs</td>
</tr>
<tr>
<td>Eric Thurnauer, B.A. [Cantab.], M.S.W., L.C.S.W.</td>
<td>Counselor</td>
</tr>
<tr>
<td>Kimberly Torres, B.A., M.A., Ph.D.</td>
<td>Academic Advisor</td>
</tr>
<tr>
<td>Michael West, B.A., M.A.</td>
<td>Academic Advisor</td>
</tr>
<tr>
<td>Claudine Williams, B.A., M.S.W.</td>
<td>Academic Advisor</td>
</tr>
</tbody>
</table>

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<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Jess Benhabib, B.A., M.Phil., Ph.D.</td>
<td>Acting Dean, Faculty of Arts and Science</td>
</tr>
<tr>
<td>Lauren Benton, B.A., Ph.D.</td>
<td>Acting Dean for Humanities, Faculty of Arts and Science</td>
</tr>
<tr>
<td>Dalton Conley, B.A., M.P.A., Ph.D.</td>
<td>Dean for Social Sciences, Faculty of Arts and Science</td>
</tr>
<tr>
<td>Matthew S. Santirocco, B.A.</td>
<td>M.A. [Cantab.], M.Phil., Ph.D.</td>
</tr>
<tr>
<td>Seryl Kushner</td>
<td>Dean of College of Arts and Science</td>
</tr>
<tr>
<td>Malcolm Semple, B.Sc., M.Sc., Ph.D.</td>
<td>Acting Dean, Graduate School of Arts and Science (as of September 1, 2010)</td>
</tr>
<tr>
<td>Daniel L. Stein, B.S., M.S., Ph.D.</td>
<td>Dean for Science, Faculty of Arts and Science</td>
</tr>
<tr>
<td>Dean, Graduate School of Arts and Science (to August 31, 2010)</td>
<td></td>
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</tbody>
</table>
Ronald Abramson  
Buchanan Ingersoll

Evelyn Berezin  
Former President of Greenhouse Management Company

Dr. Edward H. Bersoff  
Chairman and Chief Executive Officer, ATS Corporation

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Of Counsel, Baker & McKenzie

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Managing Director, Neuberger Berman

Rose Styron  
Writer

Lillian Vernon  
Founder, Lillian Vernon Corporation

Dr. Patricia Wexler  
Dermatological Surgeon

EX OFFICIO

John Sexton  
President, New York University
Above: The original Gothic-style University building was first occupied by NYU in 1835.

Right: Library in Main Building, 1894

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

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

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

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

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

The College’s move to the Heights reflected McCracken’s “Ivy” aspirations for the school and his successful effort to raise quality by attracting the best students nationally. Also relevant was the ascendant, nonurban collegiate ideal of a residential community, with fine teaching, extracurricular activities, fraternities, and intercollegiate athletics.
A few years later an undergraduate presence was restored downtown with the opening of a Collegiate Division (1903), soon to become Washington Square College (1913). This school had a more diverse student body, opening its doors to women, recent immigrants, commuters, and professional students. For over 60 years, undergraduate liberal arts education at NYU took place in two locations—University College (and the Engineering School) at the Heights and the College on Washington Square, both offering excellent, but different, educational and social experiences.

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

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

Left: Psi Upsilon Fraternity party, 1890s.

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

Above: Main Building, 1893. NYU’s Main Building originally held the departments of law and pedagogy in 1895.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Role</th>
<th>Contact Information</th>
</tr>
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<tbody>
<tr>
<td>Matthew S. Santirocco</td>
<td>Dean</td>
<td>Silver Center, Room 910</td>
</tr>
<tr>
<td></td>
<td></td>
<td>212-998-8100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-mail: <a href="mailto:cyberdean@nyu.edu">cyberdean@nyu.edu</a></td>
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<tr>
<td>Anita Farrington</td>
<td>Assistant Dean for Freshmen</td>
<td>Silver Center, Room 905G</td>
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<tr>
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<td></td>
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<td>E-mail: <a href="mailto:froshdean@nyu.edu">froshdean@nyu.edu</a></td>
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<tr>
<td>Soomie Han</td>
<td>Assistant Dean for Academic Support Services</td>
<td>Silver Center, Room 901</td>
</tr>
<tr>
<td></td>
<td>Director, College Learning Center</td>
<td>212-998-8136</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-mail: <a href="mailto:soomie.han@nyu.edu">soomie.han@nyu.edu</a></td>
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<tr>
<td>Richard J. Kalb</td>
<td>Associate Dean for Students</td>
<td>Silver Center, Room 909A</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>E-mail: <a href="mailto:richard.kall@nyu.edu">richard.kall@nyu.edu</a></td>
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<tr>
<td>Otto Sonntag</td>
<td>Associate Dean for Academic Affairs</td>
<td>Silver Center, Room 908C</td>
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<td></td>
<td>212-998-8110</td>
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<td>E-mail: <a href="mailto:otto.sonntag@nyu.edu">otto.sonntag@nyu.edu</a></td>
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<tr>
<td>William J. Long</td>
<td>Associate Dean for Advising and Student Services</td>
<td>Silver Center, Room 905</td>
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<tr>
<td></td>
<td></td>
<td>212-998-8130</td>
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<td>E-mail: <a href="mailto:willie.long@nyu.edu">willie.long@nyu.edu</a></td>
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<tr>
<td>Ruth Shoemaker Wood</td>
<td>Assistant Dean for Students</td>
<td>Silver Center, Room 909B</td>
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<td></td>
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<td>E-mail: <a href="mailto:ruth.wood@nyu.edu">ruth.wood@nyu.edu</a></td>
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## Services

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<td>Undergraduate Admissions Office</td>
<td>665 Broadway, 11th Floor 212-998-4500</td>
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<tr>
<td>Center for Multicultural Education and Programs</td>
<td>Kimmel Center for University Life 60 Washington Square South, Suite 806, 212-998-4343</td>
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<td>Office of the Bursar</td>
<td>Student Services Center 25 West Fourth Street, 1st Floor 212-998-2800</td>
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<td>CAS Career Services</td>
<td>Silver Center 100 Washington Square East, Room 901, 212-998-8145</td>
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<td>Wasserman Center for Career Development</td>
<td>133 East 13th Street, 2nd Floor 212-998-4730</td>
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<td>Counseling and Behavioral Health Services</td>
<td>726 Broadway, 6th and 7th Floors 212-998-1000</td>
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<tr>
<td>Student Health Center</td>
<td>726 Broadway, 6th and 4th Floors 212-998-1000</td>
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<tr>
<td>Department of Housing Services</td>
<td>726 Broadway, 7th Floor 212-998-4600</td>
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<tr>
<td>Office of Off-Campus Housing Services</td>
<td>4 Washington Square Village (corner of Mercer and Bleecker) 212-998-4620</td>
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<tr>
<td>Office for International Students and Scholars</td>
<td>561 La Guardia Place 212-998-4720</td>
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<tr>
<td>Office of the University Registrar</td>
<td>Student Services Center 25 West Fourth Street, 1st Floor 212-998-4800</td>
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<td>Center for Student Activities, Leadership, and Service</td>
<td>Kimmel Center for University Life 60 Washington Square South, Suite 704 212-998-4700</td>
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<tr>
<td>Student Resource Center</td>
<td>Kimmel Center for University Life 60 Washington Square South, Suite 210 212-998-4411</td>
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<tr>
<td>NYU Wellness Exchange</td>
<td><a href="mailto:wellness.exchange@nyu.edu">wellness.exchange@nyu.edu</a> 212-443-9999</td>
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<td>January 22</td>
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<td>December 14</td>
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### 2012 Calendar

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<td>Winter Session classes begin</td>
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<td>Monday January 16</td>
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<td>Monday–Saturday March 12–17</td>
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<td>Wednesday–Tuesday May 9–15</td>
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<td>Monday–Friday July 2–August 10</td>
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<td>Wednesday July 4</td>
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<td>Labor Day (holiday)</td>
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### Additional Important Calendar Dates:
1. For refund schedule, see under "Refund Period Schedule" in the *Tuition, Expenses, and Financial Aid* section of this bulletin.
2. For registration and drop/add schedules, consult the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.
The index below indicates the full range of majors and minors offered in the College. Individual courses are described under each departmental section of the bulletin. See also the Preprofessional, Accelerated, and Specialized Programs section of this bulletin.

The B.A. degree is offered in all the majors listed below except in that of neural science. The B.S. degree is offered in the majors in chemistry, neural science, and physics; as part of the B.S./B.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>Major/Minor Description</th>
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<td>Journalism</td>
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<td>Also available to students in the College are several minors offered in other NYU schools. For more information, see the “Cross-School Minors” section of the bulletin.</td>
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**Classification of Courses**

The bulletin contains descriptions of the College’s departments, programs, and courses. Each course is assigned a letter prefix followed by a number. The prefix “V” indicates undergraduate courses offered in the College; “G” indicates a graduate course offered by the Graduate School of Arts and Science. Graduate courses open to qualified undergraduates are designated by the departments. The departmental policy in this matter may be indicated in this bulletin or in the Graduate School of Arts and Science section of the directory of classes, which is available during each registration period.
The Morse Academic Plan

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.

Program

The MAP has four components:

1. The Expository Writing Program
2. Study of a foreign language
3. Foundations of Contemporary Culture (FCC)
4. Foundations of Scientific Inquiry (FSI)

Though structured and integrated, the MAP curriculum affords students flexibility in a number of ways. It permits the choice of different tracks in each component, the satisfaction of some courses by examination or Advanced Placement credit (foreign language, FSI), and the substitution of departmental courses (FCC, FSI). Given this flexibility, students work individually with advisers to plan course schedules that take into account their past preparation, current interests, and longer-term goals. While there is no prescribed schedule of courses that will be appropriate for every student, the following broad guidelines should be kept in mind:

- Incoming freshmen should complete their MAP courses by the end of sophomore year. This will leave them free in their junior and senior years to focus on their major and elective courses. Some science majors, engineering students, pre-medical students, and students placed in the International Writing Workshop sequence may need to delay starting, and thus finishing, a component of the MAP for a semester or more. Students who pursue international study may also need to delay completing their MAP courses beyond the sophomore year.
- Students must complete Writing the Essay (V40.0100) during their first year. Those placed into the Liberal Studies Writing or International Writing Workshop
Expository Writing

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

For a complete description of the curriculum, see the Expository Writing Program (40) section of this bulletin.

Foreign Language

The study of foreign languages is an integral part of a liberal arts education. It nurtures an awareness of the diversity of human culture and serves the practical need for language skills in fields such as government, business, and research. New York University is a particularly exciting setting for language study because of its location in a great cosmopolitan city, its international student body, its many renowned language programs and centers, and its numerous opportunities for study abroad.

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

Increasingly, college graduates must be prepared to function in a global society. Apart from the inherent interest of learning about other cultures, many NYU students take the opportunity to study or travel abroad as preparation for their future careers. For more information about study abroad programs, visit the Office of Global Programs, 110 East 4th Street, New York, NY 10003-4170, and consult the Programs Abroad 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 in intensive courses, allowing students to complete the equivalent of two years of study in a single year.

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

Likewise, students of all languages, whether ancient or modern, are encouraged to continue their studies with elective courses in literature at the advanced level.

Exemptions: Students may fulfill the foreign language component of the MAP by presenting outstanding scores on the SAT Subject Test or Advanced Placement Test in a foreign language, 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 (V40.0004, V40.0009), are exempt from the foreign language requirement. Also exempt are students in the B.S./B.E. program.

Courses: Listed below are courses covering the second semester of the intermediate level of language study. Intensive courses, which allow students to complete the equivalent of two years of study in a single year, are also listed where available. Completion of any of the

sequences must begin in their first semester and must register for their remaining writing course(s) in the semester(s) immediately following.

• Although Freshman Honors Seminars are not a part of the MAP, qualifying students are strongly urged to register for one of these classes in their first semester. These seminars with distinguished faculty members promise an intellectually stimulating experience right at the start of college.

• In designing the MAP, the faculty sought to ensure that all students would receive a broad exposure to the liberal arts early in their college careers. With this wide academic horizon, the MAP encourages students to discover new intellectual interests outside their intended areas of specialization and to pursue those interests with elective courses outside their majors in their later undergraduate years.
following courses will fulfill the foreign language requirement. Please consult the individual departmental listings for information on prerequisite courses.

**Intermediate Swahili II**
(Africana Studies) V77.0104

**Intermediate Arabic II**
(Middle Eastern and Islamic Studies) V77.0104

**Intermediate Persian II**
(Middle Eastern and Islamic Studies) V77.0404

**Intermediate Hindi II**
(Middle Eastern and Islamic Studies) V77.0408

**Intermediate Turkish II**
(Middle Eastern and Islamic Studies) V77.0504

**Intermediate Hebrew II**
(Hebrew and Judaic Studies) V78.0004

**Intermediate Portuguese II**
(Spanish and Portuguese Languages and Literatures) V87.0004

**Intermediate Russian II**
(Russian and Slavic Studies) V91.0004

**Russian Grammar and Composition II**
(Russian and Slavic Studies) V91.0006

**Intermediate Spanish II**
(Spanish and Portuguese Languages and Literatures) V95.0004

**Spanish for Spanish Speakers**
(Spanish and Portuguese Languages and Literatures) V95.0020

**Interme diate Quechua II**
(Spanish and Portuguese Languages and Literatures) V95.0084

**Intermediate Tagalog (Filipino)**
II (Asian/Pacific/American Studies) V15.0404

**Intermediate Urdu II**
(Middle Eastern and Islamic Studies) V77.0304

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, Czech (Elementary I and II are offered in the College; intermediate-level courses are offered at Columbia), Dutch, Finnish, 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.

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**Foundations of Contemporary Culture**

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 courses. Overall, the structure of the FCC ensures that every student in the College gains a common core of skills and experiences in the liberal arts.

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

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

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**Foundations of Scientific Inquiry**

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

**QUANTITATIVE REASONING**

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

**NATURAL SCIENCE I**

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

**NATURAL SCIENCE II**

The complexity of the biological realm continues to fascinate and challenge modern scientists, who are currently engaged in such diverse pursuits as exploring the organization and function of the brain, reconstructing the origin of the human species, linking the multiplicity of interactions in ecosystems, and deciphering the influence of heredity on complex traits. The courses in Natural Science II take a nontraditional approach to the life sciences, with an emphasis on approaching science as a dynamic process of investigation and discovery. Each course selects a broad theme that is at the forefront of contemporary research, then uses specific questions and examples to introduce students to the methodology of scientific inquiry, the critical evaluation of results, and the mathematical tools used to quantify scientific information.
The advanced honors seminar program extends the principles of the freshman honors seminars to upper-level courses. Both sets of courses have as their goals to put undergraduates into contact with leading thinkers, to introduce them to important subjects, to challenge them intellectually through demanding standards of analysis and oral and written argumentation, and to prepare them to conduct their own research.

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

**Courses**

**The History of Disbelief**

V28.0113 Stephens. 4 points.

This seminar takes up an extended history of atheism and doubt (in the context of a history of religion). It begins in Greece and then moves on to a brief discussion of anthropological perspectives on belief, before returning to Greece, to the Hebrews and Rome, to India and Baghdad, and then back to Europe during the Renaissance, the Scientific Revolution, the Enlightenment, and the romantic period. Time is spent in England and America in the 19th century, when disbelief was being tied to radical politics, before moving on to the connection between disbelief and realism, modernism and postmodernism. The main arguments for and against the existence of God are considered. However, the main purpose of this course is to force students to confront and grapple with some of the most sophisticated and profound human expressions of disbelief. Authors whose works are to be read may include Cicero, Hume, Holbach, Paine, Shelley, Dostoevsky, Nietzsche, Woolf, and Freud, among others.

**Varieties of Religious Experience Revisited**

V28.0144 Gilligan. 4 points.

Utilizes but also updates William James’s pioneering approach to interpreting and understanding religion in psychological rather than theological terms. Examines how the term “religion” is more confusing than helpful when it fails to differentiate between a wide variety of utterly 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**

V28.0147 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.

Reading The Dream of the Red Chamber
V28.0149 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
V28.0154 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
V28.0156 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.

Literature of the Absurd
V28.0160 Bishop. 4 points.
The absurd sensibility has profoundly marked writers of many countries and languages since the start of the 20th century. The notion of the absurd is most closely associated with the Theatre of the Absurd, launched in the 1950s in Paris by, notably, Beckett and Ionesco, and continued worldwide by such playwrights as Pinter, Albee, Havel, and Frisch. But the preoccupation with the absurd was not limited to the theatre; in the immediate post–World War II period, the existentialists already had posited the absurdity of the human condition, and works by Sartre and Camus brilliantly explored this philosophic position. The metaphysical anguish at the base of absurdist attitudes stemmed from what Martin Esslin, the author of the seminal Theatre of the Absurd, called the disappearance of “the certitudes and unshakable basic assumptions of former ages.” Kafka’s work is exemplary; many other writers view the world as fundamentally absurd, including Pirandello, Stein, Gombrowicz, Grass, Heller, Cortázar, Vonnegut, Pynchon, and Kertész. Many filmmakers shared these perspectives, including Antonioni and Godard. In a century that witnessed two unbelievably destructive worldwide conflicts, that made possible the Holocaust and other genocides, that produced Hiroshima and the capacity for humankind to destroy itself and the entire world, it is no surprise that the absurd was a dominant stance, even if often treated with devastating humor.
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 by NYU’s Institute of African American Affairs and Africa House.

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

**Faculty**

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

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

**Clinical Associate Professor:** Hinton

**Assistant Professor:** Ralph

**Program**

**MAJOR**

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

**Two introductory courses**—can be taken in any order:
- **Concepts in Social and Cultural Analysis** (V18.0001), an introduction to key terms and analytical categories for interdisciplinary work in Africana studies and related fields
- One of the following: **Approaches to Africana Studies** (V18.0101) or **Cultures and Contexts: Africa** (V55.0505) or **Cultures and Contexts: The African Diaspora** (V55.0532)

**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:** studio art or art history (theatre, performance studies, film, cinema studies, dance, music, photography, dramatic writing, fine arts, and art history)
- **Science:** medicine, dentistry, psychology, and public health

Two common electives: a list will be available each semester.

**Two research core courses**:
- **Internship Fieldwork and Internship Seminar** (V18.0040 and V18.0042), related to Africana studies
- **Senior Research Seminar** (V18.0090)

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

MINOR
Five courses are required for the minor in Africana studies.
Students minoring in Africana studies must take one of the following introductory courses or an equivalent course approved by the Africana studies adviser:
• Approaches to Africana Studies (V18.0101)
• Cultures and Contexts: Africa (V55.0505)
• Cultures and Contexts: The African Diaspora (V55.0532)

HONORS
Majors who have completed 48 points of graded work in CAS and have a 3.65 GPA or higher (overall and in the major) are encouraged to register for Honors (V18.0092) in the first semester of their senior year. Upon successful completion of the course requirements, students will be eligible to register for the second semester of the course: Honors (V18.0093). Information about honors can be found at http://sca.as.nyu.edu/object/sca.related.honors.

INTRODUCTORY CORE

Concepts in Social and Cultural Analysis
V18.0001 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific/American (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
V18.0101 Cultures and Contexts: Africa (V55.0505) or Cultures and Contexts: The African Diaspora (V55.0532) can be substituted 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
V18.0090 Prerequisite: V18.0001 and V18.0101, or V18.0104, or V18.0105. Offered in the fall. 4 points.
An advanced research course in Africana studies. It culminates in each student completing a substantive research paper that makes use of various methodological skills. Students work individually and collaboratively on 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.

INTERNSHIP PROGRAM

Internship Fieldwork
V18.0040 Corequisite: V18.0042. Requires 10 hours of fieldwork. 2 points.

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

ELECTIVE COURSES

African American 20th-Century Novels and Narratives
V18.0139 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.
Black Urban Studies
V18.0140 Formerly V18.0155. Identical to V57.0090. Offered every year. 4 points.
Introduces students to the tools of cultural criticism and theory, with particular emphasis on black culture, urban environment, and black people’s relationships to a variety of social and cultural institutions and practices. The latter may include the mass media, class and poverty, the police, urban development, education, music, art, and sports.

The Strange Career of Blackness
V18.0151 Offered every two or three semesters. 4 points.
Traces some of the conflicting and controversial perceptions about the significance of blackness as a social signifier in contemporary society. Starting with Du Bois’s The Souls of Black Folk at the turn of the 20th century, the course notes some of the transformations represented by the New Negro movement, the negritude episode of international literature and art, and the revival coming out of the black arts movement of the 1960s. The bulk of the course deals with challenges and contradictions in the perception of blackness in the era of postnationalism, post–civil rights, postmodernism, and hip-hop. These include campaigns to de-essentialize race and to discourage blackness as self-segregation, as well as challenges from feminism, biracialism, queer theory, and immigrant psychology reflected in recent books such as The End of Blackness. Several works of poetry, fiction, cinema, and music are explored.

The Black Essay
V18.0152 Offered every year. 4 points.
Examines the urban experience and black life and culture in New York through a series of writing assignments on African American neighborhoods, institutions, issues, and culture. Students are required to travel throughout the black community, conduct interviews, and do research for essays on the black experience in the city. They are introduced to the research and reporting techniques of journalism and given the chance to employ these techniques in their papers.

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

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

Black Feminism
V18.0156 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
V18.0163 Identical to V61.0026. Offered every year. 4 points.
Explores the linguistic and cultural transformations that took place in the Commonwealth Caribbean from 17th-century slavery and bond servitude to the present day. The focus is on the extent to which Caribbean people were given or demanded the freedom to create and maintain a postcolonial Caribbean identity. The socialhistorical conditions that led to the creation of new Caribbean languages called “pidgins” and “creoles” as the English language was transplanted from Britain to the Third World are discussed.

The Postcolonial City
V18.0166 Offered once every year. 4 points.
Cities have played an important role throughout African history and in various Afro diasporic 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 Portau-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 Afro diasporic city. We explore the contours of these urban matrices through special attention to historical categories that prepare us to theorize the way Afro diasporic 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 Afro-diasporic urban experience thematically, through a diverse array of readings.

**Topics in Black Urban Studies**  
V18.0180  Offered once a semester.  4 points.  
Explores specific issues dealing with the black urban experience, focusing on social and cultural institutions. Possible themes, which vary from semester to semester, include class and poverty, the police, urban development, education, sports, music, and art.

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

**LANGUAGE COURSES**

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

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

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

**Intermediate Swahili II**  
V18.0124  Prerequisite: V18.0123 or permission of the instructor. Offered every year.  4 points.  
Aims to enable students to communicate entirely in Kiswahili, to carry out bidirectional translation from Swahili to English and from English to Swahili, and to negotiate technical language. At this level, students would master the intricacies of Kiswahili grammar; acquire a wide range of vocabulary; read Kiswahili fluently; understand Kiswahili poetry, idioms, and proverbs; and use idiomatic Kiswahili in creative writing and translation.

**Independent Study**  
V18.0197,0198  Prerequisite: permission of the program director. Offered every semester.  1 to 4 points per term.

**RELATED COURSES**

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

**ANTHROPOLOGY**

**African Literature**  
V18.0775  Identical to V14.0020.  4 points.

**Peoples of Sub-Saharan Africa**  
V18.0776  Identical to V14.0101.  4 points.

**Peoples of the Caribbean**  
V18.0777  Identical to V14.0102.  4 points.

**Visual Anthropology**  
V18.0778  Formerly Transcultural Cinema. Identical to V14.0122.  4 points.

**ART HISTORY**

**Art and Architecture in Sub-Saharan Africa**  
V18.0780  Identical to V29.0128.  4 points.

**COMPARATIVE LITERATURE**

**The Postcolonial in African Literature**  
V18.0779  Identical to V29.0128.  4 points.

**Colonialism and the Rise of Modern African Literature**  
V18.0781  Identical to V29.0850.  4 points.

**ENGLISH**

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

**20th-Century African American Literature**  
V18.0784  Identical to V41.0251.  4 points.

**African American Drama**  
V18.0785  Identical to V30.0253, H28.0605.  4 points.

**Contemporary African American Fiction**  
V18.0786  Identical to V41.0254.  4 points.

**HISTORY**

**Race, Gender, and Sexuality in U.S. History**  
V18.0729  Identical to V57.0653.  4 points.
<table>
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<tr>
<th>Course Title</th>
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<th>Credits</th>
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<td>Women and Slavery in the Americas</td>
<td>V18.0730</td>
<td>V57.0660</td>
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<td>History of African Civilization to the 19th Century</td>
<td>V18.0788</td>
<td>V57.0055</td>
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<td>The History of Religions in Africa</td>
<td>V18.0790</td>
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<td>Africa Since 1940</td>
<td>V18.0791</td>
<td>V57.0567</td>
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<td>History of Southern Africa</td>
<td>V18.0792</td>
<td>V57.0568</td>
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<td>African American History to 1865</td>
<td>V18.0795</td>
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<td>African American History Since 1865</td>
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<td>Journalism and Society: Minorities and the Media</td>
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<td>LINGUISTICS</td>
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<td>African American English I: Language and Culture</td>
<td>V18.0799</td>
<td>V61.0023</td>
<td>4 points</td>
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<td>African American English II</td>
<td>V18.0800</td>
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<td>POLITICS</td>
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<td>The Politics of the Caribbean Nations</td>
<td>V18.0802</td>
<td>V53.0532</td>
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<td>SOCIOLOGY</td>
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<td>Race and Ethnicity</td>
<td>V18.0803</td>
<td>V93.0133</td>
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<td>STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT</td>
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<td>American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education</td>
<td>V18.0755</td>
<td>Formerly V18.0501</td>
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American Studies, which is administered by the Department of Social and Cultural Analysis, is one of the country’s leading centers for the study of U.S. culture and society. The core and affiliated faculty members, drawn from many Faculty of Arts and Science and Tisch School of the Arts departments and programs, constitute one of NYU’s strongest faculty groupings. The program interprets “American” in a broad sense to include assessments of the historical role of the United States in the Americas and, more generally, in world affairs. Inasmuch as the program has a regional focus and a distinctive edge among other American studies programs, special attention is given to studies in urbanism and to New York in particular, a global city that comprises many world cultures.

### Faculty

**Erich Maria Remarque**  
Professor of Literature: Harper

**Professors:** Dívila, Duggan, Morgan, Ross

**Associate Professors:** Gopinath, Saldaña, Singh, Tchen, Zaloom

**Assistant Professors:** Parikh, Ralph, Tu

### Program

**MINOR**  
The minor consists of five courses, comprising Approaches to American Studies (V18.0201), plus four other courses listed by the program. At least one of these four courses must originate in American Studies, and one of the four can be a MAP course taught by an American Studies faculty member.

The current Morse Academic Plan (MAP) courses offered by American Studies faculty that count toward the minor are V55.0515, V55.0529, and V55.0539.

### Courses

**Approaches to American Studies**  
V18.0201 *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.

**W. E. B. Du Bois and the Roots of Critical Race Thinking**  
V18.0223 *Offered every other year.*  
4 points.  
Addresses the work of the black thinker and leader W. E. B. Du Bois, who has long been acclaimed as the preeminent thinker in the African American tradition. Increasingly, though, he is seen as an indispensible modern intellectual, one whose ideas shape current lives and concerns. In examining Du Bois, we pursue changing ideas of intellectual responsibility in the modern world; clarify the unique way Du Bois merged self-, racial, and historical awareness into critical method; and relate his tendency to see race as a social construction, an approach that is transforming intellectual, social, and cultural life in the United States.
Tell the story of how the welter of war between two regions, the North and the South, the social and cultural tendencies and tensions that characterized the first half of the 19th century in the United States was channeled into a war between two regions, the North and the South. The course is expansive in its framing of the Civil War era and broad in its treatment of the international dimensions of U.S. history. By seeking to place the central event of the century in a history of diplomacy and warfare that also included the War of 1812, the Mexican-American War, illegal invasions of Cuba and Nicaragua in the 1850s, and the Spanish-American War, it attempts to illuminate the imperial causes and consequences of this domestic conflict. And by embedding the conflict over slavery in the United States into the histories of the Haitian Revolution, the Louisiana Purchase, Indian removal, the Atlantic cotton economy, and the hemispheric history of antislavery, it seeks to call into question the nationalist and regionalist framing of the event that has dominated most mainstream accounts.

Ethnicity and the Media
V18.0232 Offered every other year. 4 points.
Examines media images in relation to the making of ethnic and racial identities in the United States. Surveys some of the theoretical approaches to the study of images, paying particular attention to the intersection of history and ideologies or representation. Looks into the nature and politics of stereotypes; inquires into their reproduction through discourses, representations, and practices; and then moves to a comparative examination of media images in relation to the making of African American, Asian, Latino, and Native American images in the media, looking specifically at changes and continuities in the representation of these four minority groups in the media.

Studies in Popular Culture
V18.0251 Prerequisite: V18.0201, V41.0200, 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.

RELATED COURSES

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

ENGLISH

Writing New York
V18.0757 Identical to V41.0180.
African American Literary Cultures
V18.0770 Identical to V41.0183.

GENDER AND SEXUALITY

Queer Cultures
V18.0450

LATINO STUDIES

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

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

Students are furthermore expected to examine at least three different civilizations or cultures in completing this minor. Language courses may not be used to fulfill the requirements of this minor. If desired, students who choose this minor may complete, as a capstone experience, an independent study course, which is normally the fifth course taken for the minor. The adviser for the ancient studies minor may assist students in designing a project and in finding an appropriate faculty member to direct this independent study.
The Department of Anthropology is one of the country’s leading graduate and undergraduate centers for cultural anthropology, archaeology, linguistic anthropology, and biological anthropology—the four principal subfields of anthropology studied in the undergraduate curriculum. The department considers its greatest assets to be the various individual areas of faculty expertise: archaeological specialties such as European, Near Eastern, and South Asian prehistory; biological anthropology areas such as molecular primatology, primate behavior and ecology, and paleoanthropology; linguistic anthropology foci such as discourse analysis and language socialization; and 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 regular colloquium series and an undergraduate student association welcome undergraduate participation. Formal and informal cooperative arrangements with museums, zoos, and other academic programs in the greater New York area place at students’ disposal a group of anthropological scholars, materials, and resources unparalleled in this country.
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 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 2.5 million years ago to the refuse currently being generated by modern cities. All aspects of past human existence, including art, technology, religion, gender, economic and social organization, and food-getting strategies, are addressed by researchers in anthropological archaeology.

Biological anthropology encompasses the study of 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 Programs 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 (DUGS) works closely with minors and majors students 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 DUGS 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 minors, majors, 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 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 (V14.0001), Human Evolution (V14.0002), Archaeology: Early Societies and Cultures (V14.0003), and Anthropology of Language (V14.0017; offered only during the spring semester). The 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 DUGS. Internships approved by the DUGS 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 DUGS 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 DUGS in anthropology and the DUGS 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 (V14.0001), is required, along with four other anthropology electives chosen in consultation with the DUGS of each department. Twenty points are required in classics. See Classics (27) for additional information. Joint anthropology-classics majors should also consult with Professor Rita Wright in the Department of Anthropology and the DUGS 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 comple-

mented 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 (V14.0001), Anthropology of Language (V14.0017), Cultural Symbols (V14.0048), and two other cultural or linguistic anthropology courses approved by the Department of Anthropology’s DUGS. Required courses in linguistics are Language (V61.0001), Language and Society (V61.0013), and at least two of the following: Bilingualism (V61.0018); Language, Literacy, and Society (V61.0020); Sex, Gender, and Language (V61.0021); African American Vernacular English: Language and Culture (V61.0023); Language and Liberation at Home in the Caribbean and Abroad (V61.0026); and Language in Latin America (V61.0030). The fifth course in linguistics may be an additional course from the above list or another course that the department offers, chosen in consultation with the DUGS in the Department of Linguistics. See Linguistics (61) 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 [V14.0001], Human Evolution [V14.0002], and Archaeology: Early Societies and Cultures [V14.0003]) are recommended as overviews of the discipline and as prerequisites for more advanced courses. Minors consult with the DUGS 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 DUGS 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 [V14.0950] and Honors Research II [V14.0951]) taken in the senior year, plus at least one Special Seminar in Anthropology (V14.0800 or V14.0801) 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 (V14.0950), a seminar course in which research methods will be taught and individualized to fit the 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 (V14.0951), 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

Human Society and Culture
V14.0001 Anthropology
Explores gender roles, landscapes and settlements, technologies, art, urbanism, and early states. Cognitive systems, urbanism, and development of complex societies, particularly non-Western societies.

Anthropology of Language
V14.0017 Prerequisite: V14.0001 or permission of the instructor. Scheffelin. 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
V14.0045 Prerequisite: V14.0001 or permission of the instructor. Abercrombie, Beidelman, DÁvila, Grant, Khan, Myers, Rapp, Rogers, Siu. 4 points.
Explores the development of some of the discipline's defining themes such as the culture concept, understandings of human commonalities and diversity, and participant observation research methods. Considers some of the key persons and institutions associated with these ideas. Focuses primarily on British and American sociocultural anthropology over the 20th century.

SPECIAL COURSES

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

Honors Research I, II
V14.0950,0951 Open only to honors majors who have the permission of the director of undergraduate studies and 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
V14.0980,0981 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
V14.0997,0998 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.

SOCIOCULTURAL AND LINGUISTIC ANTHROPOLOGY

Anthropology and Classical Studies
V14.0016 Prerequisite: V14.0001 or permission of the instructor. Beidelman. 4 points.
Examines the ways in which anthropology has been employed by classical scholars to understand the society, beliefs, literature, and arts of ancient Greece. Reviews relevant works by anthropologists, sociologists, historians, philosophers, and literary critics, indicating both the advantages and the dangers of interdisciplinary research.

Slavery in Anthropological Perspective: Africa and the Ancient World
V14.0018 Identical to V11.0018. Prerequisite: V14.0001 or permission of the instructor. Beidelman. 4 points.
Surveys basic anthropological and sociological issues posed by the institution of slavery in Africa and ancient Greece and Rome, including problems of the change from simpler to more complex societies and economies; definitions of person, gender, race, work, and ethnicity; and the relations of ideology and cultural boundaries.
Anthropology of Religion
V14.0030 Prerequisite: V14.0001 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
V14.0031 Prerequisite: V14.0001 or permission of the instructor. Beidelman. 4 points.
Examines witchcraft through interdisciplinary study, including how theories of causation and reality are modified by culture and society and the way that social theorists have judged witchcraft in relation to social stability, conflict, and change. Considers both nonliterate, non-Western examples and cases from Europe and New England where historians have made extensive use of anthropological techniques.

Conversations in Everyday Life
V14.0032 Prerequisite: V14.0001 or permission of the instructor. Schiffman. 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
V14.0034 Prerequisite: V14.0001 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
V14.0035 Prerequisite: V14.0001 or permission of the instructor. 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
V14.0041 Prerequisite: V14.0001. 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
V14.0048 Prerequisite: V14.0001 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
V14.0101 Identical to V11.0101. Prerequisite: V14.0001 or permission of the instructor. Beidelman. 4 points.
Surveys the societies and cultures of Africa. Divided between accounts of traditional ways of life, the history of colonial contact with Europe, and consideration of life in contemporary African states. Involves anthropological studies as well as historical works, novels, and autobiographies, many by African authors. African material is related to broader issues of social theory, ethnicity, social change, and the ties between culture, society, and values.

Peoples of the Caribbean
V14.0102 Identical to V11.0106. Prerequisite: V14.0001 or permission of the instructor. Abercrombie. 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
V14.0103 Prerequisite: V14.0001 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
V14.0104 Formerly Peoples of India. Prerequisite: V14.0001 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
V14.0111 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
V14.0112 Identical to V11.0112 and V97.0112. Prerequisite: V14.0001 or permission of the instructor. Abercrombie, Beideman, Ginsburg, Martin, Rapp, Sin, 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
V14.0122 Formerly Transcultural Cinema. Prerequisite: V14.0001 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.

Anthropology of Media
V14.0123 Prerequisite: V14.0001 or permission of the instructor. Ganti, Ginsburg, Stout. 4 points.
Examines the social and political life of media and how it makes a difference in the daily lives of people as a practice—in production, reception, or circulation. Introduces some key concepts in social theory such as ideology, hegemony, the public sphere, and the nation, which have been critical to the study of the media across disciplines. Provides an overview of the increasing theoretical attention paid to the mass media by anthropologists and focuses on concrete ethnographic examples. Examines cross-culturally how the mass media have become the primary means for the circulation of symbolic forms across time and space and crucial to the constitution of subjectivities, collectivities, and histories in the contemporary world. Topics include the role of media in constituting and contesting national identities, in forging alternative political visions, in transforming religious practice, and in creating subcultures.

Anthropology of Art
V14.0125 Prerequisite: V14.0001 or permission of the instructor. Geismar, Myers. 4 points.
Introduces students to the “classic” literature within the anthropology of art, charts the development and interests of this subdiscipline of anthropology, and uses this material to develop an “anthropological” perspective on art that can be used as a key form of critical inquiry into diverse art forms—even those not conventionally explored in the history of anthropology. The starting point for the anthropology of art is to ask, what is art? in comparative cultural perspective. Analyzes, among other things, the idea of aesthetics in cross-cultural context; the notion of style; the relation between art, technology, and skill; the entanglement of primitivism and modernity; the role of class and taste in appreciating art; art and value in the marketplace; art and museum practice; tourist art and the value of authenticity; and colonial and postcolonial art.

Religion and Media
V14.0220 Prerequisite: V14.0001 or permission of the instructor. Zito. 4 points per term.
Introduces students to the long-standing and complex connection between religious practices and various media. Examines 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
V14.0223 Identical to V11.0323. Prerequisite: V14.0001 or permission of the instructor. Khan, Sin. 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 non-fiction, fiction, and films; and may visit public exhibitions.
Reimagining Community: Race, Nation, and the Politics of Belonging
V14.0325  Prerequisite: V14.0001 or permission of the instructor. D’Altola, Sin. 4 points. Critically examines and evaluates the various approaches to studying and interpreting different community formations. Examines different notions of “community” through a variety of disciplinary lenses. Readings are drawn from anthropology, history, feminist studies, cultural studies, ethnic studies, and philosophy. Students are encouraged to examine these texts both as theoretical representations of “community” as well as historically embedded artifacts that are part of the larger machinery in the production of knowledge.

Language and Law
V14.0329  Prerequisite: V14.0001 or permission of the instructor. Schieffelin. 4 points. Arguments and conflicts are part of everyday life, and language is central to both their instigation and resolution. 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
V14.0330  Prerequisite: V14.0001 or permission of the instructor. Merry. 4 points. Examines the global prevalence of gender violence and the varied meanings of violence against women and changes in terminology over time. Examines ways of theorizing gender and violence, including performative ideas of gender. The creation of gender violence as a social problem is 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
V14.0331  Prerequisite: V14.0001 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 people’s 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
V14.0350  Prerequisite: V14.0001 or permission of the instructor. Zito. 4 points. Provides an extended and historical exploration of categories basic to social life such as gender, body, and family. Examines the images of family and positions of women in the classics; factors in ritualist and Taoist notions of body; and discusses changes in the practices of filiality over time. Analyses of secondary monographs are combined with work in primary sources.

Belief and Social Life in China
V14.0351  Prerequisite: V14.0001 or permission of the instructor. Zito. 4 points. The Chinese word for “religion” means “teaching.” Explores what Chinese people “taught” themselves about the person, society, and the natural world and thus how social life was constructed and maintained. Examines in historical perspective the classic texts of the Taoist and Confucian canon and their synthesis; Buddhist, especially Ch’an (Zen). Discusses the practices of filiality in Buddhism, Confucian orthodoxy, and folk religion.

Transnationalism and Anthropology
V14.0400  Prerequisite: V14.0001 or permission of the instructor. Ganti, Khan, Sin. 4 points. Examines what is considered “new” in ongoing reconstruction of world order and its accompanying disorder. Also examines how this changes the ways people earn their livelihoods; how cultures are transmitted and hybridized; how migrating populations maintain connections to their homelands; how group identities are constructed and asserted; and how social movements around newly politicized issues arise. Discusses changing roles of nation-states and the growing significance of transnational, diasporic, and globalized social relations and cultural forms.

Culture Through Food
V14.0410  Prerequisite: V14.0001 or permission of the instructor. Abecrombie, 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 source of meaning—nostalgia, anxiety, and so on).
Topical Seminar in Social and Cultural Anthropology I, II
V14.0320,0321  Prerequisite: V14.0001 or permission of the instructor.
Abercrombie, Beidelman, Diéyla, Gant, Geissner, Grünberg, Grant, Khan, Martin, Merry, Myers, Rapp, Rogers, Sin, Sinat, Zito. 4 points per term.
Analyses and assesses selected key issues in the discipline theoretically, politically, and epistemologically. See the department’s current internal catalog.

ARCHAEOLOGY

Prehistoric Hunters and Gatherers
V14.0210  Prerequisite: V14.0003 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
V14.0211  Prerequisite: V14.0003 or permission of the instructor.
Crabtree, Wright. 4 points.
Considers two distinct processes: (1) the origins of food production and consequent development of domesticated plants and animals and (2) the trend toward increasing social, political, and economic complexity that culminates in early states. Several independent examples of each process from both the Old and New Worlds. Special attention to the various theories that have been advanced to account for such developments.

Prehistoric Art and Symbolic Evolution
V14.0212  Prerequisite: V14.0001, V14.0003, or permission of the instructor. White. 4 points.
Examines prehistoric art forms, their interpretation, and their evolutionary and behavioral significance. Students are introduced to Stone Age art—its form, contexts, 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
V14.0215  Prerequisite: V14.0003 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
V14.0216.001  Prerequisite: V14.0003 or permission of the instructor. Wright. 4 points.
Introduces the archaeology of the Near East and Egypt. Examines the archaeological evidence for two major transformations: the origins of food production (the domestication of plants and animals) and the development of cities and states. Focuses primarily on the Tigris and Euphrates and Nile Valleys, but other contiguous regions also are considered. Emphasizes the cultural history of the two regions and how these changes influenced the development of increasingly complex social organization and our present understanding of urbanism and state level societies.

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

Barbarian Europe
V14.0217  Prerequisite: V14.0003 or permission of the instructor.
Crabtree. 4 points.
Between the end of the Ice Age and the expansion of the Roman Empire, temperate Europe witnessed a series of social and economic transformations that represented a transition from a hunting and gathering way of life to urban chiefdoms. Along the way, these hunter-gatherers became agriculturalists and 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. to the arrival of the Romans.

African Archaeology
V14.0218  Prerequisite: V14.0003.
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, sedentarism, 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
V14.0830 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
V14.0213,0214 Prerequisite: V14.0003 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
V14.0050 Prerequisite: V14.0002 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
V14.0051 Prerequisite: V14.0002 or permission of the instructor. Antón, Bailey, Di Fiore, Disotell. 4 points.
Humans are the most wide-ranging of all the species on earth. Our evolutionary history and our ability to adapt to such a broad range of environments 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
V14.0052 Prerequisite: V14.0002. Antón, Bailey, Di Fiore, Harrison. 4 points.
Introductory survey presenting a synthetic approach to the biological, behavioral, and cultural origins of humans. Explores data and theories from paleoanthropology, archaeology, nonhuman primate behavioral studies, brain research, and sociobiology for their contributions to the study of human behavior.

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

Primate Behavior and Ecology
V14.0054 Prerequisite: V14.0002 or permission of the instructor. Di Fiore. 4 points.
Why do some primates live in large social groups while others are solitary and yet others live in pairs or cooperatively breeding families? Why are strong social hierarchies seen in some primate taxa but not in others? How do multiple species of primates often manage to coexist in the same habitat? Why are social relationships in some primate species characterized by strong bonds among females while such bonds are absent in other primates? 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
V14.0055 Prerequisite: V14.0002 or permission of the instructor. Antón, Disotell. 4 points.
Examines human health and disease within an ecological framework, exploring the interactions of environmental, genetic, physiological, and cultural factors in the expression and distribution of human diseases. Develops pathology profiles for nonhuman 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
V14.0056 Prerequisite: V14.0002 or permission of the instructor. Di Fiore, Harrison. 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
V14.0080 Disotell. 4 points.
Integrates evolutionary biology, genetics, immunology, ecology, and behavioral ecology, along with sociocultural anthropology, politics, and economics, in order 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 purposefully 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**  
V14.0090  
Prerequisite: V14.0002 or permission of the instructor. Crabtree, Di Fiore. 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 in order to understand the various forms of human adaptation. Case studies of several living peoples, contemporary and past biological communities, and prehistoric cultures provide the material for interpretation and evaluation of theoretical positions.

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

**Introduction to Forensic Anthropology**  
V14.0326  
Prerequisite: V14.0002 or permission of the instructor. Antón. 4 points.  
Biological anthropology examines the evolutionary history and adaptability of humans and our ancestors. Forensic anthropology is an applied subfield of biological anthropology that provides expert analysis of the skeleton in a medicolegal setting by utilizing methods developed in skeletal biology, archaeology, and the forensic sciences. Forensic anthropologists play critical roles in identifying victims of mass fatalities (such as 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**  
V14.0511, 0512  
Only open to majors in anthropology who have the permission of the director of undergraduate studies or the instructor. Antón, Bailey, Di Fiore, Disotell, Harrison. 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 and foreign language study provide a solid foundation for those who plan to attend graduate school to prepare for careers in areas such as scholarship, teaching, museums, and writing.

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

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

### Faculty

Professors Emeriti:
- Hyman, Landau, Walton

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

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

Helen Gould Sheppard
- Professor of the History of Art:
  - Sullivan (joint appointment with the Institute of Fine Arts)

William R. Kenan Jr. Professor of the Humanities:
- Flood (joint appointment with the Institute of Fine Arts)

Professors:
- Brandt, Krinsky, Silver

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

Associate Professors:
- Geronimus, Karmel, Mansfield, L. Rice, Smith

Assistant Professors:
- Basilio (joint appointment with Museum Studies), Robinson

Clinical Associate Professors:
- Broderick, Roth (joint appointment with Hebrew and Judaic Studies)

Assistant Professor/Faculty Fellow:
- Ritter
ART HISTORY MAJOR
The requirement for the major is nine 4-point courses that normally include the following:

1. Survey requirement (one of the following sequences):
   - V43.0001 and V43.0002
   - V43.0001, V43.0005, and V43.0006
   - V43.0002, V43.0003, and V43.0004
   - V43.0003, V43.0004, V43.0005, and V43.0006

   Students who choose the second or third option must take a total of four 4-point courses to complete the major. Students who choose the fourth option must take a total of ten 4-point courses to complete the major.

2. One 4-point advanced course in ancient or medieval art
   chosen from the following:
   - V43.0101-0105, V43.0110, V43.0150, and V43.0201-0205, and V43.0250

3. One 4-point advanced course in Renaissance or baroque art
   chosen from the following:
   - 43.0301-43.0309, 43.0311, 43.0313, 43.0315, 43.0316, and 43.0350

4. One 4-point advanced course in modern art
   chosen from the following:
   - V43.0404, V43.0408, V43.0409, V43.0412-0414, V43.0431, V43.0433, V43.0450, and V43.0701

5. At least one 4-point course in non-Western art
   chosen from the following:
   - V43.0510-0511, V43.0530, V43.0531, V43.0540, V43.0541, V43.0550, V43.0560, and V43.0570

6. One Advanced Seminar
   (V43.0800) 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 course other than those listed in section 1 above, offered by the department or any approved course offered in another department or on an NYU Study Abroad campus.

Other proposed substitutions must be discussed with the director of undergraduate studies prior to election of the course in question.

1. Major in classics and art history:
   - For details of this interdepartmental major, refer to the description under "Majors" in Classics (27). Students can count two courses from any single study abroad site toward the major and may count a total of three courses from more than one study abroad site.

2. 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: V43.0601 and V43.0661
   - 2. A combination of core courses and cross-referenced courses, including the following:
     - V43.0104, V43.0105, V43.0205, V43.0301, V43.0302, V43.0408, V43.0409, V43.0602, V43.0650, V43.0662, and V43.0663
   - 3. Seminar Requirement—at least one seminar chosen from the following:
     - V43.0670-V43.0679, V43.0681

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 Western Art I (V43.0001) and Ancient Art (V43.0002) or Medieval Art (V43.0004); or both Western Art II (V43.0002) and Renaissance Art (V43.0005) or Modern Art (V43.0006), as their contents overlap. Introductory courses are prerequisites for advanced-level courses. Advanced-level courses are those that carry prerequisites, namely, courses listed in section 1 above.

   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-part Steinhardt course Art and Contemporary Culture serves as the prerequisite for only 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 appreciation of problems of form and meaning as they are approached and solved by artists. This minor is also of practical value for art history or urban design and architecture studies majors planning careers in museology, conservation, architecture, city planning, and landmark preservation.

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

   Required core courses (9 to 12 points) include Drawing/Painting (3 to 4 points), Sculpture (3 to 4 points), and Media (3 to 4 points). For electives (4 to 6 points), select any E90.XXXX or E90.1XXX studio course within the Department of Art and Art Professions.
For more information, contact Ann Chwatsky, student adviser, Department of Art and Art Professions, Steinhardt School of Culture, Education, and Human Development, Barney Building, 34 Stuyvesant Street, New York, NY 10003; 212-998-5731; or e-mail: ac31@nyu.edu.

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 (V55.0720, V55.0721, or V55.0722) 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.

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 Western Art I (V43.0001) and Ancient Art (V43.0003) or Medieval Art (V43.0004); or both Western Art II (V43.0002) and Renaissance Art (V43.0005) or Modern Art (V43.0006), as their contents overlap.

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

History of Western Art II
V43.0002 Identical to V65.0002. Students who have taken V43.0003 or V43.0006 will not receive credit for this course. Offered every semester. 4 points.
Introduction to the history of painting, sculpture, and architecture from the early Renaissance to the present day. Includes the study of significant works in New York museums, such as the Metropolitan Museum of Art, the Frick Collection, the Guggenheim Museum, and the Museum of Modern Art.
Ancient Art
V43.0003 Students who have taken V43.0001 will not receive credit for this course. Offered periodically. 4 points.
History of art in the Western tradition from 20,000 B.C.E. to the fourth century C.E., from the emergence of human beings in the Paleolithic Age to the developments of civilization in the Near East, Egypt, and the Aegean; the flowering of the Classical Age in Greece; and the rise of the Roman Empire to the beginnings of Christian domination under the Emperor Constantine in the fourth century C.E. Study of the collections of the Metropolitan Museum of Art and the Brooklyn Museum is essential.

Medieval Art
V43.0004 Identical to V65.0200. Students who have taken V43.0001 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 Art
V43.0005 Identical to V65.0333. Students who have taken V43.0002 will not receive credit for this course. Offered every year. 4 points.
The Renaissance, like classical antiquity and the Middle Ages, is a major era of Western civilization embracing a multitude of styles. It is, however, held together by basic concepts that distinguish it from other periods. The course covers the main developments of Renaissance art in Italy and north of the Alps, relation to the lingering Gothic tradition, the early and high Renaissance, and mannerism. Emphasis is placed on the great masters of each phase. The development of Renaissance traditions in baroque and rococo art is examined in art and architecture. Study of the Metropolitan Museum of Art and the Frick collections is included.

Modern Art
V43.0006 Students who have taken V43.0002 will not receive credit for this course. Offered every year. 4 points.
Art in the Western world from the late 18th century to the present. Content includes the neoclassicism and romanticism of David, Goya, Ingres, Turner, Delacroix; the realism of Courbet; the impressionists; parallel developments in architecture; the new sculptural tradition of Rodin; post-impressionism to fauvism, expressionism, futurism, cubism, geometric abstraction in sculpture and painting, and modernism in architecture in the 20th century; after the First World War, Dadaism and surrealism. Developments since 1945, such as action painting, pop art, minimal art, and numerous strands of post-modernism. 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
V43.0101 Prerequisite: V43.0001, V43.0003, or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
This course 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
V43.0102 Identical to V27.0312. Prerequisite: V43.0001, V43.0003, or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
Greek and Etruscan art from the seventh century through the fourth century B.C.E., including the orientalizing and archaic styles, the emergence of the classical style, changes in art and life in the fourth century, and the impact of Macedonian court art under the conquests of Alexander the Great. Studies architecture, sculpture, and vase painting within their historical and cultural contexts. Includes study of the Metropolitan Museum of Art collections.

Hellenistic and Roman Art
V43.0103 Identical to V27.0313. Prerequisite: V43.0001, V43.0003, or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
Traces developments in art from the conquests of Alexander the Great to the beginnings of Christian domination under Constantine in the fourth century C.E. Includes Macedonian court art; the spread of Hellenistic culture from Greece to the Indus Valley; the art of the Ptolemaic, Attalid, and Seleucid kingdoms; the expansion of Rome in the western Mediterranean; and the art of the Roman Empire. Special emphasis on problems of chronology, choice of styles, and copies. Study of the Metropolitan Museum of Art and Brooklyn Museum collections is essential.
Greek Architecture
V43.0104  Identical to V27.0353.
Prerequisite: V43.0001, V43.0003,
V43.0601, 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 distinct-
vively embodied in the baroque
palace architecture reflected in con-
temporary 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 architec-
tural patronage.

Roman Architecture
V43.0105  Identical to V27.0354.
Prerequisite: V43.0001, V43.0003,
V43.0601, 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 back-
ground 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, accompany-
ing images, and readings present
the major monuments and build-
ing 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
V43.0110  Offered periodically. 4 points.
Traces developments in the sculp-
ture, painting, and architecture of
ancient Egypt from predynastic
beginnings through the Old,
Middle, and New Kingdoms
(3100-1080 B.C.E.). Special
emphasis on Egyptian art in the
context of history, religion, and
cultural patterns. Includes study of
Egyptian collections of the
Metropolitan Museum of Art and
the Brooklyn Museum. There is no
prerequisite for this course.

ADVANCED COURSES IN
MEDEIVAL ART AND
ARCHITECTURE

Art of the Early Middle Ages
V43.0201  Identical to V65.0201.
Prerequisite: V43.0001, V43.0004,
or a score of 5 on the AP Art History
exam. Offered every other year. 4 points.
Christian architecture, sculpture,
painting, mosaic, manuscript illu-
mination, 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 north-
ern Europe in light of the religious,
historical, political, social, and cul-
tural contexts of their creation.
Style periods include early
Christian, early Byzantine, barbar-
ian, Insular, Merovingian, and
Carolingian. Monuments studied
include the catacombs, the Arch of
Constantine, the great mosaic pro-
grams of Italy, Hagia Sophia, the
Lindisfarne Gospels and Book of
Kells, and Charlemagne’s palace
chapel at Aachen. Topics include
art and the commemoration of the
dead; Christian attitudes toward
Judaism and the classical tradition;
art and theology; the emergence of
the cult of saints and its art and
architecture; early medieval
patrons; arts of pilgrimage and
monasticism; word and image in
early medieval culture; and icon-
oclasm and debates about the role
of images in early Christianity.

Romanesque Art
V43.0202  Identical to V65.0202.
Prerequisite: V43.0001, V43.0004,
or a score of 5 on the AP Art History
exam. Offered every other year. 4 points.
Examines the architecture, sculp-
ture, painting, manuscript illumina-
tion, 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 his-
torical, religious, political, social,
and cultural contexts of their cre-
ation. 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, Autum, 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 classi-
cal tradition; Romanesque art and
social class; and Romanesque atti-
udes toward the arts.

Gothic Art in Northern Europe
V43.0203  Identical to V65.0203.
Prerequisite: V43.0001, V43.0004,
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 architec-
ture, sculpture, stained glass, manu-
script illumination, wall
painting, luxury arts, and tapes-
ery—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 con-
texts 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 reli-
gious, political, and social values
and ideologies; humor and margin-
alia; 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, 1200-1420
V43.0204 Identical to V65.0204. Prerequisite: V43.0001, V43.0004, 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. 1200-1420, 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 pulpits 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 artist; gender and social class in representation and patronage; and the ‘eclectic’ character of Italian Gothic.

Medieval Architecture
V43.0205 Prerequisite: V43.0001, V43.0004, 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 explores the advantages and shortcomings of different approaches to the study of medieval architecture.

ADVANCED COURSES IN RENAISSANCE AND BAROQUE ART AND ARCHITECTURE

European Architecture of the Renaissance
V43.0301 Identical to V65.0301. Prerequisite: V43.0002, V43.0005, V43.0601, or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
The new style in architecture sparked by the buildings of Brunelleschi and the designs and writings of L. B. Alberti, developed in 15th-century Florence against the background of a vigorously evolving humanist culture. A study of the new movement through the great quadrocento masters and the work of the giants of the 16th century (such as Bramante, Michelangelo, Palladio) and the spread of Renaissance style into other countries.

Architecture in Europe in the Age of Grandeur (the Baroque)
V43.0302 Identical to V65.0302. Prerequisite: V43.0002, V43.0005, V43.0601, or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
Beginning with the transformation of Renaissance architecture in counter-Reformation Rome, examines the succeeding European baroque styles. Includes high Roman baroque of Bernini and Borromini; Piedmontese developments; the richly pictorial late baroque of Germany and Austria; and the baroque classicism of France and England in the work of such architects as J. H. Mansart and Sir Christopher Wren. Metamorphosis of the various baroque styles into rococo, concluding with the mid-18th century and the roots of neoclassicism.

Northern Renaissance Art, 1400-1530
V43.0303 Identical to V65.0303. Prerequisite: V43.0001, V43.0002, V43.0005, 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 breath-taking technique and deeply religious aspects of the art to function, symbolic thought, issues of patronage, and changes in the society to which painting was related. Also explains ways in which we write history when most of the vital written documents are missing or destroyed. Artists discussed include Jan van Eyck, the Master of Flemalle, Rogier van der Weyden, Jean Fouquet, Hugo van der Goes, Enguerrand Quarton, Jerome Bosch, Albrecht Dürer, Matthias Grünewald, and Hans Holbein.

16th-Century Art North of the Alps
V43.0304 Prerequisite: V43.0002, V43.0005, V43.0605, or a score of 5 on the AP Art History exam. Offered every other year. 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, Netherlands, 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 Netherlands 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
V43.0305  Identical to V65.0305.
Prerequisite: V43.0002, V43.0005, or a score of 5 on the AP Art History exam. Offered in the fall. 4 points.
The role of sculpture in the visual arts in Italy from ca. 1400 to 1600, primarily in central Italy, is studied through intensive examination of major commissions and of the sculptors who carried them out. Earlier meetings focus on Donatello and his contemporaries, including Ghiberti, Quercia, Verrocchio, and Pollaiuolo. Thereafter, students examine Michelangelo’s sculpture and compare his works with those of contemporaries and followers, ending with Giambologna.

Early Masters of Italian Renaissance Painting
V43.0306  Identical to V65.0306.
Prerequisite: V43.0002, V43.0005, or 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
V43.0307  Identical to V65.0307.
Prerequisite: V43.0002, V43.0005, 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 Verrocchio, 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 explores the patronage, symbolic tasks, and functions of Renaissance painting and critically examines historical concepts such as high Renaissance, mannerism, and maniera.

The Golden Age of Venetian Painting
V43.0308  Identical to V65.0308.
Prerequisite: V43.0002, V43.0005, or 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 Giorgione, the young Titian, Sebastiano del Piombo, and their profound impact in Venice and related centers; and Correggio’s artistic experiments, their origins, and their implications. Examines the achievements of the mature Titian and his significance for his contemporaries. Veronese, Tintoretto, Bassano, and, in the 18th century, Tiepolo, bring Venice’s golden age to a close. Stresses artistic reciprocity between northern and central Italy.

Italian Art in the Age of the Baroque
V43.0309  Identical to V65.0309.
Prerequisite: V43.0002, V43.0005, or 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
V43.0311  Identical to V65.0311.
Prerequisite: V43.0002, V43.0005, or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
In Antwerp, Rubens overturned all previous concepts of painting. The first to deserve the term “baroque,” he dominated Flanders. Van Dyck, his pupil, took Rubens’s style to England. Dutch painters, including Hals, Rembrandt, and Vermeer, moved in a different direction, addressing every aspect of their country and society: the peasant, the quiet life of the well-ordered household, the sea and landscape, views of the cities, and church interiors.

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

Art in Spain from El Greco to Goya
V43.0315  Prerequisite: V43.0002, V43.0005, or permission of the instructor. Offered periodically. 4 points.
Begins with El Greco (1541-1614) in Italy and Toledo. Discussion of 17th-century Spanish art focuses on painters in the major centers of Seville (Zurbarán, Murillo, Valdés Leal); Madrid (Velázquez); and Naples (Ribera). Attention then focuses on Goya, who emerged from a style influenced by Italian art (e.g., by Tiepolo) to dominate later 18th- and early 19th-century painting.
Topics in Latin American Art: Colonial to Modern
V43.0316 Prerequisite: V43.0002, V43.0005, and V43.0006, or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
Focusses on trends, movements, and individuals in the art of Latin America from the 16th to the 20th century. This course is not a survey; it attempts to situate works of art within their social, historical, and theoretical contexts. Chronological focus of this course may vary from term to term.

ADVANCED COURSES IN MODERN ART AND ARCHITECTURE

American Art
V43.0404 Prerequisite: V43.0002, V43.0006, 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 internationalization 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
V43.0408 Prerequisite: V43.0002, V43.0006, V43.0601, V55.0722, or a score of 5 on the AP Art History exam. Offered every year. 4 points.
Focusses on the creation of modern building types such as the bank, state capitol, museum, railroad station, and skyscraper, the course begins in the later 18th century with the idealistic designs of Ledoux and Boulée. After considering the forms and meanings associated with neoclassicism, the course examines the Gothic revival and subsequent 19th-century movements (e.g., high Victorian Gothic, Second Empire, Beaux-Arts classicism) as efforts to find appropriate expressions for diverse building forms. Studies changes resulting from the Industrial Revolution, including developments in technology, and the reforms of art nouveau and secession architecture. Works of Adam, Soane, Jefferson, Schinkel, Pugin, Richardson, and Sullivan; McKim, Mead, and White; Mackintosh, early Frank Lloyd Wright, and others.

Modern Architecture: 1914 to the Present
V43.0409 Prerequisite: V43.0002, V43.0006, V43.0408, V43.0601, V55.0722, 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
V43.0411 Prerequisite: V43.0002, V43.0006, 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. Focussing 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
V43.0412 Prerequisite: V43.0002, V43.0006, 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
V43.0413 Prerequisite: V43.0002, V43.0006, 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 Holland, and suprematism and constructivism in revolutionary Russia. The Dada movements of the World War I era are examined as reactions to the apparent bankruptcy, cultural and artistic, of Western civilization. However, this nihilistic impulse is followed by the “return to order” of the early 1920s. The course then examines the tensions in the multiple currents of surrealism: metaphoric, 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
V43.0414 Prerequisite: V43.0002, V43.0006, or a score of 5 on the AP Art History exam. Offered every year. 4 points.
This survey covers art in the postmodern era, ca. 1955 to the pres-
ent. 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 such as neo-Dada, op, pop, fluxus, arte povera, earth art, and various conceptualisms here are seen to diversify the look of art and to enable the dissolution of stylistic and formal categorization in favor of a classification based on a particular question or critique. “Later” developments in our chronology thus emphasize issues such as gender, race, technology, and globalization as they complicate our concept of art since 1955.

**Aesthetic History of Photography**

V43.0431 Identical to H82.1102. Prerequisite: V43.0002, V43.0006, or a score of 5 on the AP Art History exam. Offered every spring. 4 points.

This course 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, Alvarez Bravo, Lartigue, 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**

V43.0432 Identical to H82.1101. Prerequisite: V43.0002, V43.0006, or a score of 5 on the AP Art History exam. Offered every fall. 4 points.

This course is a social and political history of photography, from its beginnings to the present day. It 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, Wáthol, Capa, Nadar, Martin Chambi, Arget, Tomatsu, Muybridge, Curtis, Bourke-White, Gordon Parks, Alvarez 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, among others.

**Toward a Critical Vocabulary of Photography**

V43.0433 Identical to H82.1129. Prerequisite: V43.0002, V43.0006, or a score of 5 on the AP Art History exam. Offered every fall. 4 points.

This course takes as its main emphasis 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 (among others), 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**

V43.0701 Prerequisite: V43.0002, V43.0006, or a score of 5 on the AP Art History exam. Offered every spring. 4 points.

This course provides 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.**

V43.0510 Identical to V33.0091. Offered periodically. 4 points.

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

V43.0511 Identical to V33.0092. 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 North East 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 millennium 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**

V43.0530 Offered periodically. 4 points.

This course is an introductory survey of the history of South Asia from 2000 B.C. to A.D. 1200, 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
V43.0531 Offered periodically. 4 points.
This course is an introductory survey of the history of South Asian art from ca. A.D. 1200 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
V43.0540 Offered every year. 4 points.
Provides an outline of Islamic material in its early and classical periods, from 650 to 1200. The period saw the initial formation of an Arab empire stretching from the Atlantic Ocean to the Indian Ocean, a decline in centralized authority, and the rise to political prominence of various North African, Iranian, and Central Asian dynasties from the 10th century onward. These political developments are reflected in the increasingly heterogeneous nature of Islamic material culture over this time span.

Art in the Islamic World II: From the Mongols to Modernism
V43.0541 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.

Arts of Africa
V43.0560 Identical to V18.0787. 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
V43.0570 Offered periodically. 4 points.
This course is an introductory survey of North American Indian and Eskimo art. It covers the following art-producing areas and cultures: Northwest Coast (Ozette, Salish, Nootka, Hasida, Kwakuitl, 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).

European and American Decorative Arts: Renaissance to Modern
V43.0010 Prerequisite: V43.0002, V43.0005, V43.0006, 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 Louvre 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
V43.0150, V43.0250, V43.0350, V43.0450, V43.0550, V43.0750, and V43.0850 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
V43.0800 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
V43.0801,0802 Open to departmental majors who have been accepted as candidates for honors in art history in the first term of their senior year and who have the permission of the director of undergraduate studies. See this department's subheading “Graduation with Honors” for eligibility requirements. Students are expected to work on their theses over a period of two semesters. Applicants must have a GPA of 3.65 in art history courses and an overall GPA of 3.65 as stipulated by the College's honors program regulations. 4 points.

Independent Study
V43.0803,0804 Prerequisite: written permission of the director of undergraduate studies and of an advisor. 1 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 credits, and written work is required, just as it is for any other independent study. Prior approval by a faculty member is required for internship credit.

GRADUATE COURSES OPEN TO UNDERGRADUATES

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

URBAN DESIGN AND ARCHITECTURE STUDIES: FOUNDATION COURSES

History of Architecture from Antiquity to the Present
V43.0601 Offered every semester. 4 points.

Introduction to the history of Western architecture emphasizing the formal, structural, programmatic, and contextual aspects of selected major monuments from ancient times to the present. Monuments discussed include the Parthenon, the Roman Pantheon, Hagia Sophia, the cathedral at Chartres, St. Peter's, Palladio's Villa Rotonda, St. Paul's Cathedral, Versailles, the London Crystal Palace, Frank Lloyd Wright's Fallingwater, Le Corbusier's Villa Savoye, the Guggenheim Museum in Bilbao, Mies van der Rohe's Barcelona Pavilion, and others.

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

Shaping the Urban Environment
V43.0661 Offered every semester. 4 points.

This course 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.

URBAN DESIGN AND ARCHITECTURE STUDIES: ADVANCED COURSES

Greek Architecture
V43.0104 Identical to V27.0353. Prerequisite: V43.0001, V43.0003, V43.0601, or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

See this department's subheading “Advanced Courses in Ancient Art and Architecture.”

Roman Architecture
V43.0105 Identical to V27.0354. Prerequisite: V43.0001, V43.0003, V43.0601, or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

See this department's subheading “Advanced Courses in Ancient Art and Architecture.”

Medieval Architecture
V43.0205 Prerequisite: V43.0001, V43.0004, V43.0601, 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 Medieval Art and Architecture.”

European Architecture of the Renaissance
V43.0301 Prerequisite: V43.0002, V43.0005, V43.0601, 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.”

Architectural Studies in Europe in the Age of Grandeur (the Baroque)
V43.0302 Prerequisite: V43.0002, V43.0005, V43.0601, 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
V43.0408 Prerequisite: V43.0002, V43.0006, V43.0601, V55.0722, 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
V43.0409 Prerequisite: V43.0002, V43.0006, V43.0408, V43.0601, V55.0722, 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
V43.0602 Offered periodically. 4 points.

This course 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
V43.0662 Prerequisite: V43.0661 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. Discusses London, Paris, and Rome throughout.

History of City Planning: 19th and 20th Centuries
V43.0663 Prerequisite: V43.0661 or permission of the program director. Offered periodically. 4 points.

This course 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
V43.0650 and V43.0850 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
V43.0670 Prerequisites: V43.0601, V43.0661, 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 citizen groups as increasingly important factors in city planning and related changes. Critically evaluates the complexity of decision making and historical circumstances as related to the built urban environment on the basis of historical and modern American and European examples.

Architecture in Context
V43.0671 Prerequisites: V43.0601, V43.0661, 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
V43.0672 Prerequisites: V43.0601, V43.0661, 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 potentials of technology to resolve urban environmental problems.

Urban Design: Infrastructure
V43.0673 Prerequisites: V43.0601, V43.0661, and permission of the program director. Offered every year. 4 points.

Serves as a laboratory for the investigation of New York City’s infrastructure, using the definition of the word as a point of departure. In what ways can the city be perceived as a collective undertaking, with intricate components interwoven in continuous strands? What systems and forces give the city and its neighborhoods their current form, and what influences their future shape? Can these 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**
V43.0674 Prerequisites: V43.0601, V43.0661, 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**
V43.0675 Prerequisites: V43.0601, V43.0661, 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**
V43.0676 Prerequisites: V43.0601, V43.0661, and permission of the program director. 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**
V43.0677 Prerequisites: V43.0601, V43.0661, and permission of the program director. Offered every year. 4 points.

The course 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**
V43.0678 Prerequisites: V43.0601, V43.0661, and permission of the program director. Offered every year. 4 points.

This course combines the reading and writing of architectural criticism. Students read the work of pre- and postwar architecture critics, focusing on those who lived and worked 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, etc.—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**
V43.0679 Prerequisites: V43.0601, V43.0661, and permission of the program director. Offered periodically. 2 points.

This course 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**
V43.0681 Prerequisites: V43.0601, V43.0661, and permission of the program director. Offered in the spring. 4 points.

This course is 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**
V43.0690,0691 Open to departmental majors who have been accepted as candidates for honors in urban design in the first term of their senior year and who have the permission of the director of undergraduate studies. See this department's subheading “Graduation with Honors” for eligibility requirements. Students are expected to work on their thesis over a period of two semesters. A GPA of 3.65 in urban design courses and an overall GPA of 3.65 as stipulated by the College’s honors program regulations are necessary. 4 points.
Independent Study
V43.0803,0804  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
V14.0044  Prerequisite: V14.0001 or permission of the instructor. 4 points.
See description under Anthropology (14).

Cities in a Global Context
V18.0602  4 points.
See description under Metropolitan Studies (18).

Urban Economics
V31.0227  Identical to C31.0227, V18.0751. Prerequisite: V31.0002 or V31.0005. 4 points.
See description under Economics (31).

Cities, Communities, and Urban Life
V93.0460  Identical to V18.0760. 4 points.
See description under Sociology (93).

With departmental approval, other courses may be substituted.

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

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

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

**Faculty**

**Associate Professors:**
Gopinath, Saldaña, Sandhu, Tchen

**Assistant Professor:**
Parikh, Tu

**Adjunct Faculty:**
Francia, Hui, Magtoto, OuYang

**Affiliated Faculty:**
Shimakawa

**Program**

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

**Two introductory courses**—can be taken in any order:
- Concepts in Social and Cultural Analysis (V18.0001), an introduction to key terms and analytical categories for interdisciplinary work in Asian/Pacific American studies and related fields
- Approaches to the Asian/Pacific American Experience (V18.0301) or the Morse Academic Plan course Cultures and Contexts: Asian/Pacific American Cultures (V55.0539)

**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.
**Courses**

**INTRODUCTORY CORE**

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

**Approaches to the Asian/Pacific American Experience**
V18.0301 MAP Cultures and Contexts: Asian/Pacific/American Cultures (V55.0539) also fulfills this requirement. Offered every other semester. 4 points.
This interdisciplinary course provides a general introduction to the themes of Asian/Pacific/American studies through class discussions, guest speakers, and visits to community organizations, in addition to traditional class methods. Emphasizing historical perspectives, it explores concepts of “home” and “community,” as well as “Asian” and “American” in the context of Asian/Pacific/American experiences. Issues covered may include diaspora and migration, colonialism, orientalism, labor, family/community formations, national and international law/policy vis-à-vis Asian/Pacific Americans, intersections of sex/gender/race, education, popular culture and representation, activism, pan/ethnic identities, and electoral politics.

**RESEARCH CORE**

**Senior Research Seminar**
V18.0090 Prerequisite: V18.0001 and V18.0301 or V55.0539. 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.

**INTERNSHIP PROGRAM**

**Internship Fieldwork**
V18.0040 Corequisite: V18.0042. Ten hours of fieldwork are required. 2 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...
Asian/Pacific American Popular Culture
V18.0320 Offered every third year. 4 points.
Examines the ways in which Asian/Pacific Americans have constituted and positioned their identities through various mediums of popular culture from the 1950s to the present. In particular, emphasizes popular institutions of representation, including music, theatre, fashion, television, and film, to examine the complex relationships between Asian/Pacific American representational practices and their material experiences in sociopolitical locations. In addition, considers the multiple and differentiated interpretive strategies of Asian American consumers of popular culture. How are Asian/Pacific American consumption and reception practices constituted differently across class, gender, and sexuality?

Multiethnic New York
V18.0363 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.

History and Literatures of the South Asian Diaspora
V18.0313 Identical to V57.0326. Offered every year. 4 points.
Introduction to the history of the South Asian diaspora in the United States. Highlights work on South Asian immigrant communities in the United States and the little-known history of South Asian immigrants on the east coast of the United States in the context of historical migration to the United States, Canada, and the Caribbean. Offers a multidisciplinary perspective and uses classic as well as new works on South Asians in the United States from history, anthropology, sociology, and cultural studies.

gay/lesbian/bisexual studies. Included is a variety of genres (poetry, plays, fiction and nonfiction, literary/cultural criticism, and nontraditional forms) by writers from diverse ethnic backgrounds. Explores the ways in which the writers treat issues such as racial and ethnic identity, immigration and assimilation, gender, class, sexuality, nationalism, culture and community, history and memory, and art and political engagement.

Cinema of Asia America
V18.0310 Identical to V33.0314, H72.0315. Offered every other year. 4 points.
Begin 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 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.

The Constitution and People of Color
V18.0366 Identical to V53.0801, V62.0327. Offered every year. 4 points.
Examines how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Topics include the denial of citizenship and naturalization to slaves and immigrants, government-sanctioned segregation, the internment of Japanese Americans during World War II, the prison industry, police brutality, post-9/11 detention issues, and voting rights. Course requirements include attendance at a community function involving constitutional issues, a midterm, and an interactive oral and written final project comparing a present-day issue affecting racial minorities in New York City and proposing measures to collectively address the issue.

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

“Chinatown” and the American Imagination: A Field Research Course

V18.0370  Identical to K20.1229. 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 not know? What does Chinatown have to do with the formation of normative “American” identities? What are the possibilities (and limits) of crossing cultural divides? Class members individually and/or in groups research, experience, and document a chain of persons, places, and/or events, creating their own narrative “tour” of this place’s meanings. Novels, history books, tourist guides, films, and pop culture supplement the primary “text” of New York’s Chinatown. This is a collaborative, discussion-intensive, field-research-driven class.

Topics in A/P/A Studies

V18.0380  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**

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

**Intermediate Filipino I, II**

V18.0323,0324  Offered every semester. 4 points.
At this level, when the basic skills and working vocabulary have been mastered, emphasis can be placed on the linguistic rules to enable the student to communicate with more competence. There is also a focus on translation. Lessons use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. To observe and experience the language at work, the course includes field trips to Filipino centers in the New York/New Jersey area, as well as invited guests who converse with students in Filipino about their life and work.

**Elementary Cantonese I, II**

V18.0331,0332  Identical to V33.0410,0411. Offered every semester. 4 points.
An introduction to Cantonese with an emphasis on the spoken and written language and conversational proficiency as a primary goal. Emphasizes grammar, listening comprehension, and oral expressions. Designed to give beginning students a practical command of the language. Upon completion of the course, students can expect to converse in simple sentences and recognize and write about 350 Chinese characters. Students with passable conversational ability or native speakers from Cantonese-speaking communities should not enroll in this course.

**Intermediate Cantonese I, II**

V18.0333,0334  Identical to V33.0412,0413. Offered every semester. 4 points.
An advanced-level language and culture course following Elementary Cantonese. At this level, when the basic skills and working vocabulary have been mastered, emphasis is placed on the linguistic rules to enable students to communicate with more competence. The lessons focus not only on language, but also use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. Because language is key to connecting with community concerns, the course also includes field trips to Chinatown and to other Cantonese-speaking neighborhoods.

**Advanced Cantonese**

V18.0335  Offered every year. 4 points.
This seminar-style course is geared toward advanced learners of Cantonese who have studied intermediate Cantonese or who have a background in spoken Cantonese but who want to learn how to read and write Chinese characters. Students learn how to read traditional Chinese characters as pronounced in Cantonese. They also learn how to write standard Chinese. Reading material includes a textbook, plus daily newspapers and selected literary texts written in Chinese characters.
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 molecu-
lar, 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.

Faculty

Professors Emeriti:
Dowling, Kambysselis, Storzky, Strand
Carroll and Milton Petriz
Professor of Biology:
Coruzzi
Silver Professor; Professor of Biology; and Director, NYU Center for Developmental Genetics:
Desplan
Professor of Biology and 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, Rampino, Reiss, Scott, Small, Tranchina, Volk
Associate Professors:
Blau, Fitch, Rushlow
Assistant Professors:
Birnbaum, Bonneau, Christiaen, Eichenberger, Gresham, Gunsalus, Kussell, Rockman, Siegal

Clinical Associate Professor:
Tan
Clinical Assistant Professors:
Killilea, Kirov, Velhagen
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


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 accomplishments 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 courses (completed with grades of C or higher and a minimum GPA of 2.0 for all courses required by and taken as electives in the major) are required.

Biology

- One of the following: Principles of Biology I (V23.0011), Honors Principles of Biology (V23.0013), or Principles of Biology I in London (V23.9011)
- One of the following: Principles of Biology II (V23.0012), Honors Principles of Biology II (V23.0014), or Principles of Biology II in London (V23.9012)
- Molecular and Cell Biology I and II (V23.0021, 0022)
- Starting in fall 2010, biology majors must complete five additional 4-point upper-level biology courses. In consultation with their adviser or with the director of undergraduate studies, students select at least one course from each of the following skill categories: (1) lab skill courses; (2) quantitative skill courses; (3) reasoning skill courses; and (4) foundational courses. Students complete their fifth upper-level biology course from any of the above categories.

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Department of Physics:  
Brujic

Department of Teaching and Learning (Steinhardt):  
Kirch

NYU School of Medicine:  
Martin Blaser, Jane Carlton

New York Botanical Garden:  
Douglas Daly, Amy Litt, Dennis Stevenson

Cold Spring Harbor Laboratory:  
Rob Martienssen, W. Richard McCombie
Chemistry
- General Chemistry I and Laboratory (V25.0125)
- General Chemistry II and Laboratory (V25.0126)
- Organic Chemistry I and Laboratory (V25.0225)
- Organic Chemistry II and Laboratory (V25.0226)

Physics
- General Physics I and II (V85.0011,0012)

Mathematics
- Calculus I (V63.0121)

Introduction to Genomics and Bioinformatics (V23.0038), minor. Suggested elective courses in perspecto accommodate this for some students to take 18 points for the specific minors. Students interested in one of the minors offered in biology should consult the director of undergraduate studies as early as possible to plan a course of study that meets their needs.

Minor in molecular and cell biology: V23.0011,0012, plus V23.0021,0022 and either At the Bench: Applied Molecular Biology (V23.0036) or At the Bench: Applied Cell Biology (V23.0037)

Minor in genetics: V23.0011,0012, plus V23.0021, Genetics (V23.0030), and At the Bench: Laboratory in Genetics (V23.0031)

Minor in genomics and bioinformatics: V23.0011,0012, plus V23.0021, At the Bench: Introduction to Genomics and Bioinformatics (V23.0038), and one of the following: Microbiology and Microbial Genomics (V23.0044), Bioinformatics and Genomes (G23.1127), or Systems Biology (G23.1128)

Minor in environmental biology: V23.0011,0012 or the equivalent; one of the following laboratory courses: Field Laboratory in Ecology (V23.0016) or Ecological Analysis with Geographic Information System (V23.0064) or Urban Ecology (V23.0018); and two of the following: Evolution (V23.0058), Introduction to Ecology (V23.0063), Current Topics in Earth System Sciences (V23.0332), or Biogeochemistry of Global Change (V23.0066)

ADVANCED PLACEMENT
Students who achieve satisfactory grades on the College Entrance Examination Board Advanced Placement Examination may be granted advanced placement. Advanced placement ordinarily allows exemption of V23.0011,0012.

**GRADUATE COURSES**
A number of courses in specialized fields are given at the graduate level. Courses at the G23.1000 level are available to undergraduates who have the necessary prerequisites. To take any of the relevant G23.1000-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 V23.0970 or an equivalent. They must take at least one semester of a 4-point Independent Study (V23.0979,0998) or 4-point Internship (V23.0980,0981) that must be a laboratory-based research project. Subsequently, honors candidates must register for V23.0999 to prepare a written thesis based on the research results from their independent study or internship experience and to defend the thesis at an oral examination before a faculty committee. Application forms, available at the 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

COURSES THAT DO NOT COUNT TOWARD THE MAJOR OR MINOR

Evolution of the Earth
V25.0002 Does not count toward the major or minor in biology. May not be taken after V23.0011,0012. Lecture. Rampiño. Offered in the fall. 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
V23.0004 Does not count toward the major or minor in biology. May not be taken after V23.0011,0012. Lecture. Lee. Offered in the summer. 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
V23.0006 Does not count toward the major or minor in biology. May not be taken after V23.0011,0012. Lecture. Velhagen. Offered in the fall. 4 points.

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

The Living Environment
V23.0008 Does not count toward the major or minor in biology. Counts toward the minor in earth and environmental science. May not be taken after V23.0011,0012. Lecture. Brenner. Offered in the summer. 4 points.

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

MAJOR/MINOR COURSES

CORE COURSES IN BIOLOGY

Principles of Biology I, II
V23.0011,0012 Prerequisite for V23.0011: high school chemistry. Prerequisite for V23.0012: V23.0011 or equivalent. Strongly recommended, at least concurrently: V25.0101,0102 and V25.0103,0104. 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, and biochemistry, as well as the diversity of life forms and organism systems. Students are introduced to modern techniques and research literature.

Molecular and Cell Biology I, II
V23.0021,0022 Prerequisite: V23.0011,0012 or V23.0013,0014 or V23.9011,9012; V23.0101,0102; and V25.0103,0104. Prerequisite for V23.0022: V23.0021. Lecture and laboratory. Sicinski and staff. Offered in the fall and spring. 4 points per term. In-depth study of cell biology, with an emphasis on the molecular aspects of cell function. Topics include protein structure and synthesis, gene expression and its regulation, cell replication, and specialized cell structure and function. The course provides an introduction to genomics and bioinformatics and examines developmental biology, evolution, and systems biology.

Honors Principles of Biology I, II
V23.0013,0014 Prerequisite for V23.0013 and V23.0014: high school chemistry. Prerequisites for V23.0014: V23.0013; V23.0011, or equivalent, and permission of the instructor. Strongly recommended, at least concurrently: V25.0101,0102 and V25.0103,0104. 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. Borowsky, Fitch, and staff. Offered in the fall and spring. 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 organism systems. Students are introduced to modern techniques and research literature.
Field Laboratory in Ecology
V23.0016 Prerequisites: V23.0011,0012 and permission of the instructor. Lecture. Maenza-Gmelch. Offered in the spring. 4 points.

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

Urban Ecology
V23.0018 Prerequisites: V23.0063 and V23.0042 (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 socioeconomics interact, and biogeochemical and hydrologic cycles 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
V23.0023 Prerequisite: V23.0021,0022 or permission of the instructor. Lecture. Velhagen. Offered in the spring. 4 points.

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

Principles of Animal Physiology
V23.0025 Prerequisites: V23.0021,0022 or permission of the instructor. Lecture and laboratory. Velhagen. Offered in the fall. 4 points.

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

Developmental Biology
V23.0026 Prerequisites: V23.0021,0022 or permission of the instructor. Small. Offered in the spring. 4 points.

Introduction to the principles and experimental strategies of developmental biology. Covers the cellular and molecular basis for pattern in the embryo; the determination of cell fate; cell differentiation; the genes controlling these events; how they are identified and studied; and the cellular proteins that affect shape, movement, and signaling between cells. Special emphasis on the experimental basis for our knowledge of these subjects from studies in fruit flies, nematodes, frogs, plants, and mice.

At the Bench: Experimental Physiology
V23.0027 Prerequisites: V23.0011,0012 or V23.0013,0014 or V23.0011,0012, and V23.0025. 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
V23.0030 Prerequisites: V23.0021,0022 or permission of the instructor. Lecture and recitation. Rainblow. Offered in the fall. 4 points.

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

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

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

**Gene Structure and Expression**
V23.0032  Prerequisite: V23.0021,0022 or permission of the instructor. Bryde. Offered in the spring. 4 points.

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

**At the Bench: Principles of Light and Electron Microscopy**
V23.0033  Prerequisites: V23.0021,0022 and permission of the instructor. Enrollment limited. Lecture and laboratory. Tan. Offered in the fall. 4 points.

Designed to provide background and practical experience in scanning electron, transmission electron, fluorescent, and phase/DIC microscopy. The principles and theory of the various types of microscopes currently available are discussed. A histological overview of various tissues is studied in regard to their cellular structure and function. Optical and computational methods of image processing useful to the biomedical scientist are also explored.

**At the Bench: Applied Molecular Biology DNA Techniques**
V23.0036  Prerequisites: V23.0021 and permission of the instructor. Enrollment limited. Lecture and laboratory. Tan. Offered in the fall. 4 points.

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

**Introduction to Genomics and Bioinformatics**
V23.0038  Prerequisites: V23.0021,0022. Guttman. Offered in the fall. 4 points.

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

**Biosciences**
V23.0039  Prerequisites: V23.0021,0022 or V23.0013,0014 or V23.0011,0012. 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—is used to gain proficiency with these tools.

**Microbiology and Microbial Genomics**
V23.0044  Prerequisites: V23.0021,0022. Eichenberger. Offered in the fall. 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 are led to realize how the advent of genomics has revolutionized microbiology, a scientific discipline that is more than a century old.

**Endocrinology**
V23.0048  Prerequisite: V23.0025. Scott. Offered in the spring. 4 points.

Introduction to endocrinology, with attention to the signals generating hormone synthesis and release, the means by which hormones mediate tissue responses, and the mechanisms and consequences of their interaction with target organs. Emphasizes the physiologic aspects of these processes.

**Immunology**
V23.0050  Prerequisites: V23.0021,0022 or permission of the instructor. Reiss. Offered in the fall. 4 points.

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

**Evolution**
V23.0058  Prerequisites: V23.0021,0022 or permission of the instructor. Pitch. Offered in the fall. 4 points.

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

Introduction to Ecology
V23.0063 Prerequisites: V23.0011,0012. Muenz- Gmelch. Offered in the spring. 4 points. Presents basic ecological principles and concepts, including ecological relationships within ecosystems, energy flow, biogeochemical cycles, limiting factors, community ecology, population ecology, niche, climax, and major ecological habitats. These topics are related to current environmental problems such as habitat destruction, climate change, biological invasions, loss of biodiversity, and overpopulation. Several field trips are scheduled during the regular class periods.

Ecological Analysis with Geographic Information Systems
V23.0064 Prerequisites: V23.0011,0012 or V23.0013,0014 or V23.0011,0012. 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.

Introduction to Neural Science
V23.0100 Identical to V80.0100. Prerequisites: V23.0021,0022. May not be used for the major or minor in biology if G23.1110 or G23.1111 is taken. Monzon. Offered in the fall. 4 points. See description under Neural Science (80).

Cellular and Molecular Neuroscience
V23.0201 Identical to V80.0201. Prerequisites: V23.0100, and V23.0243. Corequisite: V85.0011. Aoki. Offered in the fall. 4 or 5 points. See description under Neural Science (80).

Behavioral and Integrative Neuroscience
V23.0202 Formerly Physiological Psychology II (V23.0040). Identical to V80.0202, V89.0052. Prerequisites: V89.0001 and V23.0100. Rubin. Offered in the spring. 4 or 5 points. See description under Neural Science (80).

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

Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution
V23.0332 Cross-listed as V36.0332. Prerequisites: V36.0200 or V36.0210, and permission of the instructor. Rampino. Offered in the spring. 4 points.

Scientific discovery is an ongoing process, and important new findings relevant to earth system science—the science of the earth as an integrated system of life, atmosphere, soil, oceans, and rock, including earth history—are continually reported in scientific journals. For each new scientific discovery, students read, discuss, and report on original recent journal articles and also articles that take conflicting views or that continually report in scientific journals. The goal is to give students an understanding for the dynamic nature of scientific knowledge and a deeper understanding of current questions in earth system science.

Honors Seminar: Signaling in Biological Systems
V23.0970 Prerequisites: V23.0011, V23.0012, V23.0021, V23.0022, and permission of the instructor. Blau. Offered in the spring. 4 points. This upper-level course, or a comparable one, is required of all students planning to graduate with honors in biology. It uses the fundamental and broad topics 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 ethical issues, writing fellowship proposals and papers, giving presentations, and aspects of lab safety. It equips students with the skills needed for independent research.

Internship in Biology
V23.0980,0981 Prerequisites: V23.0021,0022 and at least two additional upper-level courses in biology, with a minimum GPA of 3.2 in all science and mathematics courses required for the major, and permission of a sponsor and the director of undergraduate studies. Intended only for biology majors. The details of individual internships are established by the director of undergraduate studies. Offered in the fall, spring, and summer. 2 or 4 points. Field or laboratory research with a sponsor at an organization or institution in the metropolitan area other than the Department of Biology. Students with the necessary background in course work and who, in the opinion of the sponsor, possess intellectual independence and ability may register for an internship in some field of biology. The student must approach an individual at the organization or institution to obtain sponsorship and agreement to provide counsel and any necessary space and facilities for the research project. The director of undergraduate studies maintains a file of suitable opportunities and is available to help students identify organizations of interest. The student must submit a lab or research notebook and a final paper.
Independent Study
V23.0997,0998 Prerequisites: completion of V23.0021,0022 with a minimum GPA of 3.2 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 by the director of undergraduate studies. Intended primarily for biology majors. Offered in the fall, spring, and summer. 2 or 4 points. Field or laboratory research with a faculty sponsor in the Department of Biology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for independent study in some field of biology. The student must approach a faculty member in his or her field of interest to obtain sponsorship and agreement to provide counsel and any necessary space and facilities for the research project. Requires a written report on the research.

Undergraduate Research Thesis
V23.0999 Prerequisites: V23.0997, V23.0998, V23.0980, or V23.0981; 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 (V23.0997, V23.0998, V23.0980, or V23.0981) and are able to expand this work into a thesis. Requires a full literature search of the subject and a formal written report on the research in publication form.

GRADUATE COURSES OPEN TO UNDERGRADUATES
(students must have completed V23.0022)

Environmental Health
G23.1004 Identical to G48.1004. May not be taken after G23.2305 (G48.2305). Lippman. 4 points. Discusses some of the basic concepts of environmental science and major global environmental problems, such as global warming, soil erosion, overpopulation, and loss of biota. Also focuses on environmental health problems, such as exposure to lead, mercury, halogenated hydrocarbons, asbestos, and radon. Other lectures are devoted to carcinogenesis, air pollution, toxic wastes, epidemiology, and risk assessment.

Biology for Biologists
G23.1007 Prerequisites: V23.0038 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
G23.1011 Prerequisite: V23.0050 or permission of the instructor. Lecture. Reiss. 4 points. Introduction to immunology and its literature. Focuses on the mechanisms that govern the immune response and also trains students in reading and evaluating primary research articles that are published in peer-reviewed journals.

Advanced Topics in Cellular and Molecular Immunology
G23.1020 Prerequisite: V23.0050, G23.1011, or permission of the instructor. Reiss. 4 points. In-depth exploration of a topic in cellular and molecular aspects of immunity, including cellular interactions, antigen processing and presentation, pathogenesis, viral immunology, and cytokines.

Scanning Electron Microscopic Techniques
G23.1029 Prerequisite: permission of the instructor. Lecture and laboratory. Tan. 4 points. Provides a working knowledge of and experience in scanning electron microscopy (SEM). Emphasis is on understanding the operation of the SEM (including routine maintenance), the design of the SEM, interaction of beam and specimen, a variety of specimen preparation techniques, photographic techniques for microscopy, and photographic procedures for presentation of data. A functional perspective of the ultrastructure as seen through the SEM is also studied.

Special Topics in Physiology
G23.1031 Prerequisite: V23.0025 or equivalent. Scott. 4 points. Designed for students with a background in mammalian physiology. Topics include reproduction biology, regulation of ion and water excretion, maintenance and control of cardiovascular function, and respiratory physiology.

Electron Microscopic Techniques
G23.1033 Prerequisite: permission of the instructor. Enrollmen 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
G23.1037 Prerequisite: V23.0044 or equivalent (concurrent with permission of the instructor). Not open to students who have taken G23.1057 or equivalent. Enrollment limited. Laboratory. 4 points. Acquaints students with general principles and procedures of microbiology and advanced experimental techniques. Students are expected to undertake individual laboratory projects and to make use of original literature.
Cell Biology
G23.1051 Prerequisites or corequisites: G23.1046, 1047 and written permission of the instructor. 4 points.
Examination of the molecular mechanisms underlying cell proliferation and differentiation. Five topics are chosen for discussion: signal transduction, regulation of cell cycle, cytoskeleton, cell-cell and cell-matrix interaction, and intracellular transport. The importance of these issues in the understanding of development, immunity, and cancer is emphasized.

Principles of Evolution
G23.1069 Prerequisites: V23.0058 and either V23.0030 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
G23.1072 Prerequisites: V23.0011, 0012; V23.0021, 0022; V25.0101, 0102; and V25.0103, 0104; or permission of the instructor. Coreuzzi, 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
G23.1075 Prerequisite: permission of the instructor. 4 points.
Covers population genetics, conservation biology, and biogeography.

Animal Virology
G23.1080 Prerequisites: V23.0030 and permission of the instructor. Reiss. 4 points.
Details the molecular life cycles of viruses that infect mammalian cells. Topics to be covered include disease pathogenesis, immune evasion mechanisms, vaccination, and genetic immunization vectors.

Genes and Animal Behavior
G23.1082 Prerequisite: senior standing. Lecture. Blau. 4 points.
Survey of principles and patterns of animal behavior. Covers classical ethological research of Lorenz and others and modern research on the molecular basis of behavior, especially in model systems. Behaviors studied include reproductive behavior, rhythmic behavior, learning and memory, and feeding behavior.

Neuronal Plasticity
G23.1101 Prerequisites: V23.0021, 0022 or V23.0100. Azimiz. 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
G23.1126 Prerequisites: V23.0030 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
G23.1127 Prerequisites: Calculus I and II, demonstrated interest in computation, and permission of the instructor. Bonneau. 4 points.
The recent explosion in the availability of genomewide data such as whole genome sequences and microarray data led to a vast increase in bioinformatics research and tool development. Bioinformatics is becoming a cornerstone for modern biology, especially in fields such as genomics. It is thus crucial to understand the basic ideas and to learn fundamental bioinformatics techniques. The emphasis of this course is on developing not only an understanding of existing tools but also the programming and statistics skills that allow students to solve new problems in a creative way.

Systems Biology
G23.1128 Prerequisites: V23.0021, 0022. Lecture. Piano, Rockman. 4 points.
Introduction to genomic methods for acquiring and analyzing genomic DNA sequence. Topics: genomic approaches to determining gene function, including determining genome-wide expression patterns; the use of genomics for disease–gene discovery and epidemiology; the emerging fields of comparative genomics and proteomics; and applications of genomics to the pharmaceutical and agbiotech sectors. Throughout the course, the computational methods for analysis of genomic data are stressed.

Evolutionary Genetics and Genomics
G23.1129 Prerequisites: G23.1069, V23.0030, and permission of the instructor. Borowsky, Panagyma. 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**

G23.1130 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 genomewide studies of gene expression using microarrays and from genomewide 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**

G23.1131 Open to upper-level undergraduate students. Kuscel. 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**

G23.1501 Identical to V63.0030. Prerequisite: one semester of calculus or permission of the instructor. Peskin, Tranchina. 4 points.

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

**Computers in Medicine and Biology**

G23.1502 Identical to V63.0032. Prerequisite: G23.1501 or permission of the instructor. Recommended: familiarity with a programming language such as Fortran or BASIC. Peskin, Tranchina. 4 points.

Introduces students of biology or mathematics to the use of computers as tools for modeling physiological phenomena. Each student constructs two computer models selected from the following: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism.
A broad liberal arts education, which includes a general education component (the Morse Academic Plan) and a major in a liberal arts discipline or interdisciplinary field, provides a sound foundation for many careers in business. The skills and perspectives of the liberal arts are practical as well as personally enriching. Liberal arts students can enhance their preparedness for business by also completing a small number of applicable 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.

### Program

**MINOR**
The minor consists of six courses (four through CAS and two through Stern), unless there are overlapping requirements with a major or other minor, as indicated below.

**CAS Courses**
1. Economic Principles I (V31.0001, 4 points)
2. Economic Principles II (V31.0002, 4 points)
3. Calculus I (V63.0121, 4 points) or AP credit in Calculus (Mathematics AB or BC, with a score of 4 or 5)

**Stern Courses**
4. Statistics (Economics, V31.0018, 6 points); or Statistics for Business Control (Stern, C22.0001, 4 points); or Statistics for Business Control and Regression and Forecasting Models (Stern, C22.0103, 6 points)
5. Principles of Financial Accounting (C10.0001, 4 points)
6. Management and Organizational Analysis (C50.0001, 4 points) or Introduction to Marketing (C55.0001, 4 points)

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 whose major specifically requires three (or four) of the required courses must complete one (or two) of the additional courses listed below.

**Foundations of Financial Markets**
C15.0002  Prerequisites: V31.0002, and either V31.0018, C22.0001, or C22.0103; corequisite: C10.0001, 4 points.
Management and Organizational Analysis
C50.0001  4 points.

Introduction to Marketing
C55.0001  4 points.

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

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

Industrial and Organizational Psychology
V89.0062  Prerequisites: V89.0001, a statistics course, and one Core B psy-
choogy course.  4 points.

A minimum grade of C is required for all courses intended to
count toward the minor, and the
minimum overall GPA 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 to cas.business@nyu.edu.
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, chemical biology, biomedical chemistry, 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, Shapiro
Silver Professor and Professor of Chemistry:
Ward
Margaret and Herman Sokol Professor of Chemistry:
Seeman
Professors:
Bačič, Canary, Gans, Geacintov, Jones, Kahr, Kallenbach, Miller, Schlick, Tuckerman, Weck, J. Zhang

Associate Professors:
Arora, Brenner, Jerschow, Kirshenbaum, Mahal, Rugg, Walters, Y. Zhang
Assistant Professors:
Braunschweig, Traaseth
Research Professors:
Khan, Vologodskii
Research Associate Professor:
Shafirovich
Research Assistant Professor:
Gan

Clinical Professors:
Goldberg, Halpin
Clinical Associate Professors:
Callahan, Kramer, Kwok, Sabo
Clinical Assistant Professor:
Mandziuk
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, and bioorganic chemistry, exploiting interdisciplinary areas of theory, nanoscience and materials and biological and biomedical chemistry. The department has a large and active theoretical group in the areas of chemical physics and biomolecular modeling. Graduates of the department find rewarding careers and achieved distinction in all phases of scientific life, from basic research to commercial product development. The late Gertrude Elion, a 1941 M.S. in chemistry from New York University, shared the 1988 Nobel Prize in Medicine or Physiology for her research in pharmaceutical chemistry.

The department offers the major in chemistry and in biochemistry. A selection of elective advanced courses, undergraduate and graduate, can be combined to provide a broad, varied program of study in chemistry. The department also offers a number of courses for non-science students and service courses for students in the other schools. The programs of study in chemistry prepare students for graduate work toward the master's degree or the doctorate for careers in research, development, and teaching and/or for further study in areas such as medicine, dentistry, basic medical sciences, and allied health fields including forensic science. In addition, both majors prepare students for alternative careers, including patent law coupled with a minor in economics; one of these degrees sets the stage for careers in technology investment as well as management in the chemical industry.

The department offers an honors track that satisfies the first year of chemistry required for majors and for the prehealth curriculum in medicine, dentistry, and basic medical sciences. Students need permission from the department to register for 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 as 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 builds on a core of required courses in chemistry, physics, and mathematics. The required core courses in chemistry are V25.0125, V25.0126, V25.0225, V25.0226, V25.0651, and V25.0652. The honors courses, V25.0127, V25.0128, V25.0325, and V25.0326 substitute for V25.0125, V25.0126, V25.0225, and V25.0226, respectively. In addition to these courses, two semesters of calculus and two semesters of general physics are required. A third semester of calculus and a course in linear algebra is strongly recommended as preparation for V25.0651. For students interested in pursuing chemistry on the graduate level or with an interest in theoretical chemistry, the additional courses in mathematics are highly recommended.

These include Calculus III (V63.0123) and Linear Algebra (V63.0140). One year of intensive calculus (V63.0221 and V63.0222) may be substituted for calculus V63.0121 and V63.0122, plus V63.0123.

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

Undergraduate specialization in organic, biochemical, physical, or theoretical chemistry may be accomplished through combinations of advanced elective undergraduate and graduate courses open to undergraduates. These courses should be chosen in consultation with the director of undergraduate studies.

For students interested in preparation for careers in the chemical industry or business studies, several alternatives are available. The major in chemistry with a minor in economics combines the student training in chemistry with business.

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

The Department of Chemistry offers the following majors:

Major in chemistry: The minimum requirements, in addition to the core courses cited above, are completion of the Physical Chemistry Laboratory course (V25.0661) and two advanced elective courses.

Major in biochemistry: The minimum requirements, in addition to the core courses cited above, are Biochemistry I and II (V25.0881,0882), Experimental Biochemistry (V25.0885), and Biophysical Chemistry (G25.1814).
Students in this major are reminded that these courses must be taken in the proper order. Careful course planning is required to ensure that this can be done within a normal four-year program. Biochemistry students are strongly encouraged to take Cellular and Molecular Biology 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:

**American Chemical Society certification:** Students majoring in either chemistry or biochemistry may be certified by the American Chemical Society upon graduation. Interested students should consult with the director of undergraduate studies regarding the additional course requirements for this certification.

**Program in Chemistry and Engineering:** The College of Arts and Science offers a joint B.S./B.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 biological engineering from Poly. 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; three advanced electives in chemistry; The Contemporary Chemist (V25.0942); at least two semesters of Advanced Independent Study and Research (V25.0997,0998) or Senior Honors in Chemistry (V25.0995,0996); and one course in computer science approved by the Department of Chemistry 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 any four 4-point courses numbered V25.0100 or higher constitutes a minor in chemistry. Only three of the four courses may also be used to satisfy another department’s major. No grade lower than C will count, and an average of 2.0 or better in all chemistry courses is required.

**GENERAL INFORMATION**

**Laboratory courses in chemistry:** Due to the potential hazard of any chemical experimentation, safety goggles must be worn at all times in the laboratories. Laboratory equipment, which is lent to the student for the duration of the course, must be replaced by the student if it is damaged or broken. 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. In order to participate in research in the department, students must both meet the prerequisites and register for the research courses Advanced Independent Study and Research (V25.0997,0998) or, if eligible, Senior Honors in Chemistry (V25.0995,0996). In either case, permission of the director of undergraduate studies is required before registering in these courses.

**HONORS PROGRAM**
The honors program in chemistry is composed of several elements, starting with General Chemistry I (Honors) and Laboratory (V25.0127) and culminating with two semesters of Senior Honors in Chemistry (V25.0995,0996). Students may graduate with honors without having General Chemistry (Honors) or Organic Chemistry (Honors) courses. However, by the time the student is in the sophomore year, he or she is encouraged to engage in experimental or theoretical research. Depending on the number of credits the student is registered for, the initial exposure to research may or may not be for credit. But there must be, at minimum, one semester of registered research Advanced Independent Study and Research (V25.0997 or V25.0998) before entering the senior year and senior honors research. Please contact Professor Henry Brenner, director of the Senior Honors Research course, or Professor Burt Goldberg, 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 (V25.0995,0996). 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 (above).

Introduction to Modern Chemistry and Laboratory
V25.0002 Not open to students majoring in chemistry. Science majors and prehealth students take V25.0125 or .0127. 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, and solids.

General Chemistry I and Laboratory
V25.0125 Formerly offered as V25.0101 and V25.0103. Prerequisites: high school chemistry and placement into Calculus I (V63.0121) or completion of a course in precalculus. Offered every semester. 6 points.
This course constitutes 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
V25.0126 Formerly offered as V25.0102 and V25.0104. Prerequisite: V25.0125 or V25.0127 with a grade of C or better. Offered every semester. 6 points.
See General Chemistry I and Laboratory (V25.0125), above. Laboratories are a continuation of V25.0125, 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.

General Chemistry I (Honors) and Laboratory
V25.0127 Formerly offered as V25.0109 and V25.0111. Prerequisites: high school physics, high school chemistry (Advanced Placement preferred), and calculus through derivatives and integrals; V63.0122 or V63.0222; and permission of the department. Corequisite: V63.0123. Offered in the fall. 6 points.
Covers the same material as V25.0125, 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, thermochromy, equilibrium, electrochemistry, and kinetics. Many experiments are augmented by the use of interfaced computers. Also includes individualized projects intended to provide a researchlike experience.

General Chemistry II (Honors) and Laboratory
V25.0128 Formerly offered as V25.0110 and V25.0112. Prerequisites: V25.0127 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. Laboratories are a continuation of V25.0127.

Organic Chemistry I and Laboratory
V25.0225 Formerly offered as V25.0243 and V25.0245. Prerequisite: V25.0125 or V25.0127 with a grade of C or better. Offered every semester. 6 points.
This course constitutes an introduction to the chemistry of organic compounds. The material is presented in the functional group framework, incorporating reaction mechanisms. Topics include structure and bonding of organic materials, nomenclature, conformational analysis, stereochemistry, spectroscopy, and reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, amines, and carbonyl compounds. Multifunctional organic compounds are covered, including topics of relevance to biochemistry, such as carbohydrates, amino acids, peptides, and nucleic acids. Laboratories provide training in the basic techniques of the organic chemistry laboratory, including crystallization, distillation, extraction, and other separation techniques, such as chromatography. Experiments involving the synthesis of organic compounds are introduced, as well as qualitative organic analysis.

Organic Chemistry II and Laboratory
V25.0226 Formerly offered as V25.0244 and V25.0246. Prerequisite: V25.0225 or V25.0325 with a grade of C or better. Offered every semester. 6 points.
This course constitutes 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.

Labs 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.

**Organic Chemistry I (Nontraditional) and Laboratory**

V25.0228 Formerly offered as section(s) of V25.0243 and V25.0245. Prerequisite: V25.0125 or V25.0127 with a grade of B or better. Offered every semester. 6 points.

**Organic Chemistry I**

V25.0240 Prerequisite: V25.0002 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 (Honors) and Laboratory**

V25.0325 Formerly offered as V25.0341 and V25.0245. Prerequisites: V25.0126 or V25.0128 and permission of the department. Offered in the fall. 6 points.

Emphasizes the theory and structures of covalent bonded materials and develops a greater understanding of reaction mechanisms, plus the challenges and creativity leading to scientific discovery. This course is open only to declared chemistry and biochemistry majors.

**Organic Chemistry II (Honors) and Laboratory**

V25.0326 Formerly offered as V25.0342 and V25.0246. Prerequisites: V25.0325 and permission of the department. Offered in the spring. 6 points.

A continuation of V25.0325. Similar to V25.0226, 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 multifunctional compounds such as carbohydrates. This course is only open to declared chemistry and biochemistry majors.

**Organic Chemistry III**

V25.0382 Prerequisite: V25.0226 or V25.0326 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 (including Organic Chemistry II [Honors] 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 I**

V25.0651 Prerequisites: V25.0126 or V25.0128; V63.0122 or V63.0222; two semesters of physics with grades of C or better; and a 2.0 average in all prior chemistry requirements. V63.0123 and/or V63.0140 are strongly recommended but not required. Offered in the fall. 4 points.

An introduction to quantum mechanics—general principles and applications to important model systems. Covers electronic structure of one- and many-electron atoms, theory of chemical bonding in diatomic and polyatomic molecules. Includes principles and applications of molecular spectroscopy—rotational, vibrational, electronic, and nuclear magnetic resonance. Elements of photochemistry are also included.

**Physical Chemistry II**

V25.0652 Prerequisite: V25.0651 with a grade of C or better. Offered in the spring. 4 points.

Continuation of V25.0651. Develops the close connection between the microscopic world of quantum mechanics and the macroscopic world of thermodynamics. Topics include properties of gases, elementary statistical thermodynamics, and thermodynamics of single and multicomponent systems.

**Physical Chemistry Laboratory**

V25.0657 Prerequisite: V25.0652 with a grade of B or better. Offered in the fall. 4 points.

Using the same textbook as for V25.0652, covers topics including kinetic gas theory, kinetic rate laws and mechanisms, gas-phase reaction dynamics, and solids and surface chemistry.

**Principles of Organic Chemistry and Laboratory**

V25.0240 Prerequisite: V25.0002 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.

**Physical Chemistry Laboratory**

V25.0661 Formerly Experimental Methods. Prerequisite: V25.0126. Prerequisite or corequisite: V25.0652. Laboratory and lecture. Offered in the spring. 4 points.

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

**Electronics for Scientists**

V25.0671 Identical to V23.0110, V85.0110. Prerequisite: V85.0012, V85.0093, or permission of the instructor. 5 points.

See description under Physics (85).
Inorganic Chemistry
V25.0711  Prerequisite: V25.0226 or V25.0326 with a grade of B or better. Corequisite: V25.0651 or permission of the instructor. Offered in the fall.
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
V25.0731  Prerequisite: V25.0226 or V25.0326 with a grade of B or better, or permission of the instructor. Laboratory. Offered in the fall.
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 electrophotochemistry, porphyrin, and peptide synthesis are explored.

Chemical Dynamics
V25.0741  Prerequisite: V25.0652. Offered in the fall. 4 points.
Covers three areas in modern physical chemistry. The first part reviews equilibrium thermodynamics, including basic laws of thermodynamics and their applications. The second part concentrates on the theory of molecular structure and spectroscopy. The basic principles of quantum mechanics are introduced, with its application to molecular structure. The third part discuss chemical kinetics, theory of reaction rates, and reaction dynamics in gas-phase and gas-surface.

Computational Nanotechnology and Laboratory
V25.0752  Prerequisites: either V25.0226 or V25.0326, and V25.0651, or permission of the instructor. Lecture and laboratory. Offered in the fall. 4 points.
Provides students with a good basic knowledge of molecular modeling and a computational laboratory workbench for computer-based discovery research. The computer laboratory provides access to cutting-edge molecular modeling techniques and software and a hands-on research experience. Students model, design, and calculate the properties of nanostructures, including biomolecules.

Biochemistry I, II
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
V25.0885  Formerly G25.1885. Prerequisite: V25.0226 or V25.0326. Prerequisite or corequisite: V25.0881. 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.

Organic Reactions
V25.0911  Prerequisites: V25.0226 or V25.0326, and V25.0652. Offered in the fall. 4 points.
Survey of the major classes of organic reactions, reagents, mechanisms, stereochemistry, and protecting groups. Discusses origins of chemoselectivity, regioselectivity, stereoselectivity, and the planning of organic synthesis.

Physical Organic Chemistry
V25.0913  Prerequisites: V25.0226 or V25.0326, and V25.0652. Offered in the fall. 4 points.
Stereochemical aspects of bonding in organic molecules. Conformational analyses. Thermodynamic and kinetic methods. Techniques for studying organic mechanisms and reactive intermediates and their applications to substitution, addition, and elimination reactions.

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

Senior Honors in Chemistry
V25.0995,0996  Prerequisites: completion of the two 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. V25.0995 offered in the fall; V25.0996 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
V25.0997,0998 Prerequisite: permission of the department. Open to students majoring in chemistry or biochemistry who have maintained an average of 3.0 or better in all departmentally required courses and who possess the necessary ability to pursue research in a field of chemistry or biochemistry. The research adviser is selected in consultation with the director of undergraduate studies. Laboratory. V25.0997 offered in the fall; V25.0998 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 director of undergraduate studies. In addition to the courses listed below, other 2000-level chemistry courses are open to advanced undergraduates. For further information, see the director of undergraduate studies and consult the Graduate School of Arts and Science Bulletin.

Strategies in Synthetic Organic Chemistry
G25.1312 Prerequisite: V25.0911. Offered in the spring. 2 points. A continuation of Organic Reactions (V25.0911), with an emphasis on biologically active and structurally interesting compounds.

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

Organic Analysis
G25.1326 Prerequisite: V25.0226 or V25.0326 with a grade of B or better, or permission of the instructor. Offered in the fall. 4 points. Emphasizes the application of spectroscopic methods in organic chemistry in determining molecular structure, including proton and carbon NMR, infrared spectroscopy, ultraviolet-visible spectroscopy, modern methods of mass spectroscopy, and chiroptical spectroscopy.

Biophysical Chemistry
G25.1814 Prerequisite: V25.0226 or V25.0326. Prerequisite or corequisite: V25.0652. Offered in the spring. 4 points. Applications of physical and chemical principles to topics of biochemical and biological interest. Emphasis on the basic principles of various biophysical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics include molecular spectroscopic techniques such as light absorption, fluorescence, and circular dichroism, as well as nuclear magnetic resonance and vibrational spectroscopy. Applications of these methods to important biophysical and biochemical problems of current interest such as protein folding, imaging, and protein-DNA interactions are discussed.

Bioorganic Chemistry
G25.2884 Prerequisites: either V25.0226 or V25.0326, and V25.0881, 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.
Offered by the College of Arts and Science in cooperation with the Child Study Center at the NYU School of Medicine, this minor aims to heighten students’ awareness of childhood mental health issues and their sustained impact on adolescents and adults. In the child and adolescent mental health studies (CAMS) minor, students will (1) explore the relationship between human behavior and its biological and environmental bases; (2) increase their intellectual curiosity and build analytic and problem-solving skills; (3) be challenged to think critically about the concepts of “normal” or “typical” versus “abnormal” behavior and engage in a meta-level analysis of the social, historical, and cultural context of mental health, illness, and diagnosis; and (4) be encouraged—if they have a natural interest in and inclination toward careers in social work, education and special education, psychology, law, medicine, sociology, nursing, public health, and scientific journalism—to consider focusing their future career in some significant capacity on children and adolescents. Additional information on the CAMS minor can be found on the NYU Child Study Center Web site, www.aboutourkids.org.

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

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

Child and Adolescent Psychopathology
V05.0101 Prerequisite: V89.0001. Evans, Shatkin. Offered in the fall and spring. 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
V05.0102 Prerequisite: V05.0101. Evans, Shatkin. Offered in the spring. 4 points.
Provides students with an overview and understanding of the current methods employed in the treatment of child and adolescent mental illness. For most of the past century, treatments for children and adolescents suffering from mental illness relied primarily on open-ended psychotherapies, which have not consistently demonstrated a beneficial effect. Over the past 25 years, however, a variety of new evidence-based treatments have emerged, including behavioral psychotherapies such as cognitive behavior therapy for anxiety and depression, dialectical behavior therapy for personality disorders, and parent management training for children with oppositional and defiant disorders. In addition, we now have strong evidence supporting the use of various pharmacological interventions for attention-deficit hyperactivity disorder (ADHD), mood and anxiety disorders, and autism. Students investigate each of these treatments by reading and analyzing much of the original research that established their efficacy. This course builds upon Child and Adolescent Psychopathology (V05.0101).

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

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

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

Disruptive Behavior and Sociopathy in Children and Adolescents
V05.0133 Hopperstad, Pattaniah. Offered in the spring. 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.

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

Child and Adolescent Brain Development: Applications from Neuroscience to Practice
V05.0141 Cruger. Offered in the fall and spring. 4 points.
This course 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 neuropsychological 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 should 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.

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

Divorce in America
V05.0160 Ranitz. Offered every semester. 4 points.
Approximately one out of every two new marriages ends in divorce. This course is taught by an academic clinician-educator who has helped divorcing families on a daily basis for more than 25 years and provides an overview of the current literature on divorce and child custody. Given that divorce represents the failure of an intimate relationship, the first few weeks of class address issues of intimacy, communication, and conflict resolution—including friendship, dating, sexual intimacy, and cohabitation. Once these basic concepts have been addressed, the remainder of the course examines the interpersonal and social implications of divorce for children and adults. This course is appropriate for any humanities or social science student, since marriage and divorce are such ubiquitous phenomena in our culture. The lectures and readings introduce specific topics, which are explored further during in-class discussions.

The Art and Science of Parenting
V05.0161 Gallagher. Offered every spring. 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.

Drugs and Kids
V05.0180 Acra, O’Neal. Offered in the spring. 4 points.
Approximately 72 percent of youth in the United States report using alcohol at least once and 47 percent report using illicit drugs at least once by the time they reach 12th grade. While the majority of youth who use substances will not develop a substance abuse disorder, substance abuse and addiction are major public health problems affecting approximately 9 percent of the U.S. population age 12 and older. The majority of individuals with substance abuse disorders began using substances during adolescence or even childhood. This course briefly reviews the classes of psychoactive substances, including alcohol, tobacco, and illicit drugs and their basic neurophysiological effects before exploring the historical, social, 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
V05.0191 Marcus, Schwartz. Offered in the spring. 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.

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

V05.0997, 0998 Offered every semester. 1 to 4 points.

The independent study program offers upper-division students the opportunity to investigate an advanced topic with a faculty member in the Department of Child and Adolescent Psychiatry. Areas of study may include research methods, clinical interviewing, systems of care, and education and training.

**Advanced Seminar: Autism Spectrum Disorders**

V05.0201 DeGeorge, Nishatula. Offered in the fall. 4 points.

This advanced seminar provides students with an in-depth exposure to autism spectrum disorders (ASDs). Beginning with etiological theories, various biological, behavioral, and cognitive paradigms are examined in an effort to help students conceptualize the developmental links between brain and behavior. Epidemiology, diagnostic and treatment strategies, and finally issues of public policy are then reviewed in detail. All students must also engage in a supervised experiential lab practicum at the NYU Child Study Center's Asperger Institute or an affiliated school where they work directly with children and adolescents with ASDs for three hours each week.

Primary sources for the course include scientific papers, individual accounts by people living with ASDs, and reviews of current popular media and Web sites.

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

V05.0202 Liaw. Offered in the fall. 4 points.

Worldwide studies suggest that up to 20 percent of children and adolescents suffer from a significant mental illness, but how mental health and illness are perceived varies greatly around the world. Through lectures, discussions, readings, and films, this course provides an overview of the scope and magnitude of child and adolescent mental health issues globally. The most commonly identified child and adolescent mental illnesses, including mood and anxiety, post-traumatic, disruptive behavior, and substance abuse disorders, are examined from various cultural perspectives. The ways in which socio-political-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: When the Nightmare Is Real: Trauma in Childhood and Adolescence**

V05.0203 Mathewson, Weder. Offered in the spring. 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 neuropsychological 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.

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

V05.0204 Roffman. Offered in the spring. 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 made throughout on multicultural dimensions of theory and practice.

**OTHER COURSES**

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

**COLLEGE OF ARTS AND SCIENCE**

**NEURAL SCIENCE (80)**

Introduction to Neural Science

V80.0100 4 points.

Behavioral and Integrative Neuroscience

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

Development and Dysfunction of the Nervous System

V80.0305 4 points.

**PSYCHOLOGY (89)**

Introduction to Psychology

V89.0001 4 points.

Cognitive Neuroscience

V89.0025 4 points.
Developmental Psychology
V89.0034  4 points.

Abnormal Psychology
V89.0051  4 points.

SOCIOLOGY (93)

The Family
V93.0451  4 points.

Childhood
V93.0465  4 points.

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

APPLIED PSYCHOLOGY

Abnormal Psychology
E63.1038  3 points.

Personality Development
E63.1039  3 points.

Women and Mental Health: A Life-Cycle Perspective
E63.1041  3 points.

Sexual Identities Across the Life Span
E63.1110  3 points.

Survey of Developmental Psychology: Introduction
E63.1271  3 points.

Adolescent Development
E63.1272  3 points.

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

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

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

Introduction to Language Disorders in Children
E43.1207  3 points.

TEACHING AND LEARNING

Language Acquisition and Literacy Education in a Multilingual and Multicultural Context
E27.1030  4 points.
The Department of Cinema Studies at the Tisch School of the Arts holds a 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.

Faculty

Professors Emeriti:
Michelson, Sklar

Professors:
Allen, Besser, Diawara, Lant, Polan, Sklar, Stam

Associate Professors:
Guerrero, Jimenez, Kahana, McCarthy, Simon, Straayer, Streible, Weiss, Zhen

Assistant Professor:
Choi

Affiliated Faculty:
Ginsburg (Anthropology), Stoney (Film and Television)

Program

MAJOR
The major in cinema studies consists of 40 points, divided into three areas of study. Tier I consists of a core curriculum of five courses taken in sequence. Tier II consists of elective small lecture 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 film history and aesthetics. Majors are required to complete five courses (20 points) in Tier I:
- Introduction to Cinema Studies (H72.0010)
- Film History: Silent Cinema (H72.0015)
- Film Theory (H72.0016)
- Television: History and Culture (H72.0021)
- An undergraduate Advanced Seminar (H72.07XX)

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, including graduate-level research and writing, (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. Approval of the thesis subject, evaluation of the thesis, and the decision to award honors are made by the director of undergraduate studies and the faculty member teaching the research-writing seminar.

In order to declare the cinema studies major for the forthcoming semester, students must schedule an appointment with the departmental CAS liaison during the following periods: fall semester entrance (March 15 to April 15); spring semester entrance (October 15 to November 15). If a student does not meet with the department during these periods, they will be asked to declare for the next semester. Students must also have one year of residency at CAS prior to declaring the major; incoming freshmen and transfers are not eligible for immediate declaration upon entrance to the University.

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

To declare the cinema studies major/minor or be cleared for registration, CAS students should meet with the Tisch School of the Arts Department of Cinema Studies (721 Broadway, 6th Floor; telephone: 212-998-1600) during the following time periods: October 15 to November 15 (for spring registration) and March 15 to April 15 (for fall registration).

### Courses

#### TIER I: CORE COURSES

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

**Introduction to Cinema Studies**  
H72.0010  
_Choi, Kahana. First semester of study._  
4 points.

Designed to introduce the basic methods and concepts of cinema studies to new majors. The first goal is to help students develop a range of analytical skills in the study of film. By the end of the semester, they are fluent in the basic vocabulary of film form, understand the social questions raised by dominant modes of cinematic representation, and grasp the mechanics of constructing 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**  
H72.0015  
_Lant. Second semester of study._  
4 points.

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

**Film Theory**  
H72.0016  
_Straayer. Third semester of study._  
4 points.

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

**Television: History and Culture**  
H72.0021  
_Choi. Fourth semester of study._  
4 points.

Examines the background, context, and history of radio, television, video, and sound. Topics include politics and economics of media institutions, audiences and reception, cultural and broadcast policy, and aesthetic modes and movements.

#### Advanced Seminar

H72.07XX  
4 points.

Involves in-depth study of a specific topic and encourages the student to produce original research.

#### TIER II

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

#### TIER III

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

#### INDEPENDENT STUDY

**Independent Study**  
H72.0900 to H72.0905  
Prerequisite: written permission of a faculty advisor. 1 to 4 points; 8 points maximum.

**GRADUATE COURSES OPEN TO UNDERGRADUATES**

Certain 1000-level graduate courses in cinema studies are open to qualified undergraduates with permission.
The Department of Classics explores all aspects of the Greek and Roman worlds, including their languages and literatures, art and archaeology, history, philosophy, religion, politics, economics, and law. 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 access to the department’s own collection of antiquities. Finally, opportunities for travel and study abroad are available in Greece, Italy, and other Mediterranean sites.

Faculty
Professors Emeriti: Bonfante, Dilts, Dunmore, Mayerson, Sifakis
Professors: Connelly, Cribiore, Konstan, Levene, Mitsis, Peachin, Santirocco, Sider
Associate Professors: Becker, Connolly
Assistant Professor: Monson
Clinical Assistant Professor: Meineck
Assistant Professor/Faculty Fellow: Von Glinski
Global Distinguished Professors: Cartledge, Coleman

Program
MAJORS
Classics (Latin and ancient Greek): This major requires a total of 40 points of course work.

(Courses in modern Greek do not count toward completion of this major.) The courses to be counted toward the major must include both ancient Greek and Latin through the full intermediate level (V27.0010 and V27.0006, respectively, or the 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 of course work. (Courses in modern Greek do not count toward completion of this major.) The courses to be counted toward the major must include either ancient Greek or Latin through the full intermediate level (V27.0010 or V27.0006, respectively, or the equivalent). Students must complete at least two language courses in residence at NYU.

**Classics and art history (with emphasis on archaeology):** This interdepartmental major requires two years of college-level ancient Greek or Latin or the equivalent, and six 4-point courses in classical archaeology or art history (V43.0102, V43.0103, 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 from the Department of Anthropology and 20 points from the Department of Classics. The first track focuses on archaeology and the second track on cultural anthropology. Specific course programs should be devised in consultation with the directors of undergraduate studies in both departments. Additional requirements may be found under Anthropology (14).

**Classical civilization and Hellenic studies:** This joint major offers the possibility of two different tracks. Both tracks require a total of 40 points of course work. For a list of courses in Hellenic studies, see Alexander S. Onassis Program in Hellenic Studies (56). In Track A, students concentrate in classical civilization. The major requires ancient Greek through the full intermediate level (four 4-point courses), two 4-point courses from the offerings in classical civilization, and four 4-point courses offered through the Alexander S. Onassis Program in Hellenic Studies. Track B requires modern Greek through the full intermediate level (four 4-point courses), two 4-point courses from the offerings of the Alexander S. Onassis Program in Hellenic Studies, and four 4-point courses from the offerings in classical civilization. (Note: A student already proficient through the first- or second-year level of modern Greek will take two or four courses in place of the first and/or second year of modern Greek, with the consent of the appropriate faculty.)

**MINORS**

**Latin and Greek:** This minor requires 20 points of course work, to be selected from the offerings of the department. (Courses in elementary languages, modern Greek, and Hellenic studies do not count toward completion of this minor.) As part of this minor, students must take either Latin or ancient Greek at least through the full intermediate level (V27.0006 or V27.0010, respectively). At least two of the required courses in ancient Greek or Latin must be taken in residence at NYU.

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

**HONORS PROGRAM**

Students may receive a degree with honors in classics or classical civilization. Honors recognition requires a 3.65 average overall, an average of 3.65 in all classics courses, participation in an Honors Seminar (normally in the fall of the senior year), and a completed honors thesis, which may be written as part of Independent Study (V27.0997,0998) for 4 points under the supervision of a departmental supervisor. For general requirements, please see under Honors and Awards.

**STUDY ABROAD**

For study abroad opportunities, please see “Spring and Summer Study Abroad Courses” under “Courses,” below.

**Courses**

**CLASSICAL LANGUAGES**

**LATIN**

**Elementary Latin I, II**

V27.0003,0004. Both terms must be completed to receive credit toward any departmental major or minor. Offered every year. 4 points per term. Introduction to the essentials of Latin, the language of Vergil, Caesar, and Seneca. Five hours of instruction weekly, with both oral and written drills and an emphasis on the ability to read Latin rather than merely translate it. The second semester (V27.0004) introduces the student to selected readings from standard Latin authors, including Catullus, Cicero, Ovid, and Pliny.

**Intensive Elementary Latin**

V27.0002. Open to students with no previous training in Latin and to others through assignment by placement test. Offered periodically. Spring term only. 6 points. Completes the equivalent of a year’s elementary level in one semester.

**Intermediate Latin I: Reading Prose**

V27.0005. Prerequisites: V27.0003,0004 or V27.0002 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 practice reading at sight. Authors may include Caesar, Cicero, Cornelius Nepos, Livy, Petronius, or Pliny, at the instructor’s discretion.
Intermediate Latin II: Vergil
V27.0006 Prerequisite: V27.0005 or equivalent. Offered every year. 4 points.
Writings of the greatest Roman poet, focusing on his most celebrated poem, the Aeneid. Students learn to read Latin metrically to reflect the necessary sound for full appreciation of the writing. Readings in political and literary history illustrate the setting in the Augustan Age in which the Aeneid was written and enjoyed, the relationship of the poem to the other classical epics, and its influence on the poetry of later times.

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
V27.0871 Prerequisite: V27.0006 or equivalent. Offered every three years. 4 points.
Extensive readings in Vergil’s Aeneid and the other epics of Rome, including Ovid’s Metamorphoses, Lucan’s Bellum Civile, and Lucretius’s De Rerum Natuere. Consideration is given to the growth and development of Roman epic, its Greek antecedents, and its relationship to the Romans’ construction of their past. Study of the development of the Latin hexameter is also included.

Advanced Latin: Cicero
V27.0872 Prerequisite: V27.0006 or equivalent. Offered every three years. 4 points.
Offering extensive readings from the prose works of Cicero, this course provides readings in Latin of a selection from Cicero’s speeches, letters, oratorical works, and philosophical works. Cicero’s place in the development of Latin literature is also considered, as is the social and political world of the late Republic that he inhabited.

Advanced Latin: Lyric and Elegy
V27.0873 Prerequisite: V27.0006 or equivalent. Offered every three years. 4 points.
Provides extensive readings from the works of Rome’s greatest lyric and elegiac poets, including Catullus, Horace, Tibullus, Propertius, and Ovid. The various lyric meters adapted by the Romans are considered, as is the development of the Latin Love Elegy.

Advanced Latin: Comedy
V27.0874 Prerequisite: V27.0006 or equivalent. Offered every three years. 4 points.
A selection of plays from those of Plautus and Terence. The development of Roman comedy, its relationship to Greek New Comedy, and its social and cultural place in Roman life are also discussed.

Some facility in Plautine and Terentian meter is expected.

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

Advanced Latin: Latin Historians
V27.0876 Prerequisite: V27.0006 or equivalent. Offered every three years. 4 points.
Readings from the three masters of Roman historiography, Sallust, Livy, and Tacitus. The course also considers the rise and development of history in Rome, its relationship to myth, and its narrative structure and manner.

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

Advanced Greek: Archaic Poetry
V27.0971 Prerequisite: V27.0010 or equivalent. Offered every three years. 4 points.
Courses are taught on a cycle; students may take up to six consecutive terms without repeating material.

Ancient Greek

Elementary Ancient Greek I, II
V27.0007,0008 Both terms must be completed to receive credit toward any departmental major or minor. Offered every year. 4 points per term.
Introduction to the complex but highly beautiful language of ancient Greece—the language of Homer, Sophocles, Thucydides, and Plato. Students learn the essentials of ancient Greek vocabulary, morphology, and syntax. Five hours of instruction weekly, with both oral and written drills and an emphasis on the ability to read Greek rather than merely translate it.

Intermediate Ancient Greek I: Plato
V27.0009 Prerequisites: V27.0007,0008 or equivalent. Offered every year. 4 points.
Reading of Plato’s Apology and Crito and selections from the Republic. The purpose of the course is to develop facility in reading Attic prose. Supplements readings in Greek with lectures on Socrates and the Platonic dialogues.

Intermediate Ancient Greek II: Homer
V27.0010 Prerequisite: V27.0009 or equivalent. Offered every year. 4 points.
Extensive readings in the Iliad or Odyssey. Proficiency in scansion is expected, as well as a good command of Homeric vocabulary. Relevant topics ranging from the Homeric question to problems of oral tradition through the archaeological evidence of Bronze Age Greece and Troy are discussed in class or developed by the student through oral or written reports.
Advanced Greek: Drama
V27.0973 Prerequisite: V27.0010 or equivalent. Offered every three years. 4 points.
Readings of several plays from among those of Aeschylus, Sophocles, and Euripides. Spoken and choral meter are studied, and the role of performance, dramaturgy, and the place of theatre in Athenian society is also examined.

Advanced Greek: Orators
V27.0974 Prerequisite: V27.0010 or equivalent. Offered every three years. 4 points.
Readings of several speeches from the major Attic orators (Lysias, Aeschines, and Demosthenes). The course also examines the role of law in Athenian society, procedure in the Athenian courts, and rhetorical education and training.

Advanced Greek: Philosophy
V27.0975 Prerequisite: V27.0010 or equivalent. Offered every three years. 4 points.
Readings from the dialogues of Plato and the major philosophical works of Aristotle.

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

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

LITERATURE (NO LATIN OR GREEK REQUIRED)

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

The Comedies of Greece and Rome
V27.0144 Identical to V30.0211. Offered periodically. 4 points.
Study of early comedy, its form, content, and social and historical background. Covers the Old Comedy of fifth-century B.C. Athens through later Attic New Comedy and Roman comedy. Authors include Aristophanes (all 11 plays, one may be staged); Euripides, whose tragedies revolutionized the form of both comedy and tragedy; Menander, whose plays have only recently been discovered; and Plautus and Terence, whose works profoundly influenced the development of comedy in Western Europe.

Greek and Roman Epic
V27.0146 Offered periodically. 4 points.
Detailed study of the epic from its earliest form, as used by Homer, to its use by the Roman authors. Concentrates on the Iliad and the Odyssey of Homer and on Vergil’s Aeneid, but may also cover the Argonautica of the Alexandrian poet Apollonius of Rhodes and Ovid’s Metamorphoses, as well as the epics representative of Silver Latin by Lucan, Silius Italicus, and Valerius Flaccus.

The Novel in Antiquity
V27.0205 Identical to V29.0203. Offered periodically. 4 points.
Survey of Greek and Roman narrative fiction in antiquity, its origins and development as a literary genre, and its influence on the tradition of the novel in Western literature. Readings include Chariton’s Chares 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
V27.0206 Offered periodically. 4 points.
Examines the foundation and interpretation of Athenian democracy and Roman republicanism. Readings include Plato’s Republic, Thucydides’s History of the Peloponnesian War, Aristotle’s Politics, and Cicero’s Republic and Laws.

Classical Mythology
V27.0404 Identical to V90.0404. Offered every year. 4 points.
Discusses the myths and legends of Greek and Roman mythology and the gods, demigods, heroes, nymphs, monsters, and everyday mortals who played out their parts in this mythology. Begins with creation, as vividly described by Hesiod in the Theogony, and ends with the great Trojan War and the return of the Greek heroes, especially Odysseus. Roman myth is also treated, with emphasis on Aeneas and the foundation legends of Rome.

GREEK AND ROMAN HISTORY AND CULTURE

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

Everyday Life in Ancient Rome
V27.0212 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 Roman authors such as Horace, Martial, and Juvenal describe their own lives and those of their contemporaries.

**Greek History from the Bronze Age to Alexander**

V27.0242  Identical to V57.0200, V56.0242. Offered every other year. 4 points.

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

**The Greek World from Alexander to Augustus**

V27.0243  Identical to V57.0243. Offered every other year. 4 points.

Continuation of the history of ancient Greece from the age of Alexander the Great in the fourth century B.C. until Emperor Augustus consolidated the Roman hold over the eastern Mediterranean in the first century B.C. These three centuries saw the relationship between Rome and the Near East become most meaningful. This course examines Alexander’s conquests, the states established by his successors (Ptolemies of Egypt and Seleucids of Syria), and the increasing intervention of Rome.

**History of the Roman Republic**

V27.0267  Identical to V57.0205. Offered every other year. 4 points.

In the sixth century B.C., Rome was an obscure village. By the end of the third century B.C., Rome was master of Italy, and within another 150 years, it dominated almost all of the Mediterranean world. Then followed a century of civil war involving some of the most famous events and men—Caesar, Pompey, and Cato—in Western history. The course surveys this vital period with a modern research interpretation.

**History of the Roman Empire**

V27.0278  Identical to V57.0206. Offered every other year. 4 points.

In the spring of 44 B.C., Julius Caesar was murdered by a group of senators disgruntled with his monarchic ways. However, Caesar’s adoptive son and heir, Octavian, was quickly on the scene and in little more than a decade managed to establish himself as Rome’s first emperor. About three centuries later, Constantine the Great would rise to imperial power and with him came a new state religion—Christianity. This course examines the social and political history of the Roman Empire from the time of Augustus to that of Constantine and also closely observes the parallel growth of Christianity.

**History of Ancient Law**

V27.0292  Offered periodically. 4 points.

Examines the development of law and legal systems and the relationships of these to the societies that created them, starting with some ancient Near Eastern systems and working down to the Roman period. The main focus is on the fully developed system of Roman law.

**ART AND ARCHAEOLOGY**

Introduction to Classical Archaeology: Constructions of the Greek and Roman Past

V27.0305  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, origins of archaeology in the Renaissance, 19th- to 20th-century humanistic and social scientific approaches, and postmodern social constructions of knowledge.

Introduction to Ancient Art: Egypt, Near East, Greece, and Rome

V27.0310  Identical to V43.0003. Offered periodically. 4 points.

This course 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.

Archaeologies of Greece

V27.0352  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.

Archaeologies of Rome and the Empire

V27.0351  Offered periodically. 4 points.

This course 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.

Birth of Greek Art: From the Bronze Age to the Geometric Period
V27.0311 Identical to V43.0101. Offered periodically. 4 points.
This course 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 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
V27.0312 Identical to V43.0102. Prerequisite: V43.0001, V43.0003, 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
V27.0313 Identical to V43.0103. Prerequisite: V43.0001, V43.0003, or permission of the instructor. Offered every other year. 4 points.
Traces developments in art and archaeology from the conquests of Alexander the Great to the beginnings of Christian domination under Constantine in the fourth century C.E. The diversity of the Hellenistic and Roman worlds is examined through careful consideration of Macedonian court art; the spread of Hellenistic culture from Greece to the Indus Valley; the arts of the Ptolemaic, Attalid, and Seleucid kingdoms; the expansion of Rome in the western Mediterranean; and the arts of the Roman Empire. Special emphasis on landscapes; rituals; social and political complexities; problems of chronology, styles, and copies; portraiture and identity; power and empire; luxury and trade; and hybridization. Includes study of the Metropolitan Museum of Art and Brooklyn Museum collections.

Greek Architecture
V27.0353 Identical to V43.0104. 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
V27.0354 Identical to V43.0105. 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.

The Parthenon and Its Reception: From Antiquity to the Present
V27.0150 Identical to V43.0150. 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.
Ancient Art at Risk: Conservation, Ethics, and Cultural Property
V27.0100 Identical to V43.0003. Prerequisite: permission of the instructor. 4 points.
This course 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 chemist 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, dedolimitization, 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.

PHILOSOPHY, RELIGION, AND INTELLECTUAL HISTORY

Ancient Political Theory
V27.0206 Offered periodically. 4 points.
Examines the foundation, interpretation, and modern reception of Athenian radical democracy and Roman republicanism. Readings include Plato’s Republic, Thucydides’s History of the Peloponnesian War, Aristotle’s Politics, and Cicero’s Republic and Laws.

Introduction to the New Testament
V27.0293 Identical to V90.0302 and V78.0022. Becker. 4 points.
Introduces students to issues and themes in the history of the Jesus movement and early Christianity through a survey of the main texts of the canonical New Testament as well as other important early Christian documents. Students are given the opportunity to read most of the New Testament text in a lecture-hall setting where the professor provides historical context and focuses on significant issues, describes modern scholarly methodologies, and places the empirical material within the larger framework of ancient history and the theological study of religion.

Ancient Religion: From Paganism to Christianity
V27.0409 Identical to V90.0409. Offered periodically. 4 points.
The period from the beginnings of Greek religion until the spread of Christianity spans over 2,000 years and many approaches to religious and moral issues. This course traces developments such as Olympian gods of Homer and Hesiod; hero worship; public and private religion; views of death, the soul, and afterlife; Dionysus; Epicureanism; and Stoicism. It deals with changes in Greek religion during the Roman republic and early empire and the success of Christians in converting pagans in spite of official persecution.

Martyrdom, Ancient and Modern
V27.0646 Identical to V90.0646. Becker. Offered every other year. 4 points.
Examines the theory and practice of martyrdom in the West. Begins with a close study of the development of the martyrlogical 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
V27.0700 Identical to V83.0122. Offered periodically. 4 points.
The origins of nonmythical speculation among the Greeks and the main patterns of philosophical thought, from Thales and other early speculators about the physical nature of the world through Socrates, Plato, Aristotle, the Stoics, the Epicureans, and the Neoplatonists.

SPECIAL COURSES

Special Topics in Classical Studies I, II, III
V27.0291,0293,0294 Prerequisite: permission of the instructor. Usually assigns readings in English translation. Offered periodically. 2 or 4 points.
Seminar topics vary from semester to semester, although the focus is always on a limited aspect of life, history, literature, art, or archaeology of Greco-Roman antiquity. Topics from past semesters include the Trojan War, archaeology and pottery, Alexander the Great, the Etruscans, and crime and violence in the ancient world. Future topics may include Plato and Aristotle, ancient medicine, the Age of Pericles, the Age of Augustus, and Latin love poetry.

Internship
V27.0980,0981 Prerequisite: permission of the department. Open only to juniors and seniors. Offered every year. 2 or 4 points per term.
Internships with institutions such as the Brooklyn Museum and the American Numismatic Society afford students the opportunity to work outside the University in areas related to the field of classics. Requirements for completion of such internships include periodic progress reports and a paper describing the entire project.

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

Senior Honors Thesis
V27.0295,0297 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, geo-textiles, and backfilling; packing up the storeroom and conservation and registration of finds; and writing final field reports. Afternoon seminars include 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 to 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; Souskiou Neolithic/Chalcolithic Cemetery; the Paphos Museum; Geroskipou Folk Art Museum, Lembia Experimental Chalcolithic Village, the Monastery and Byzantine Museum at Agios Neophytos; 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 (em1290@nyu.edu). The Web site is www.amheida.org. Click on the Student Information button for more information on this program.

The Oases of Egypt
V27.9355 No prerequisites. 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
V27.9356 Prerequisites: V27.9355 and V27.9357. Offered in the spring. 4 points.
In this traveling seminar, students leave Dakhleh Oasis for the Nile Valley in order 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
V27.9357 Prerequisite: V27.9355. 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
V27.9358 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 (pottery, flints, coins, etc.), 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.

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

An additional feature of this program is that it gives students the benefit of mentoring by the Collegiate Professor, not only during the semester of the course but throughout their entire undergraduate careers, and of working with fellow students and the faculty member to create special enrichment and reunion activities. Except where noted, the seminars do not assume any specific course or background on the student’s part. Enrollment is usually limited to 16 students.

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

**Faculty**

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

**Courses**

**The Cultural Nature of Language**

V70.0101 Schieffelin. 4 points.

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

**Terrorism, Nihilism, and Modernity**

V70.0102 Gilligan. 4 points.

The past century has witnessed violence 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, Simoone 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.

Saying and Meaning: Intersections of Poetry and Philosophy

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 eating 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 and Iraq

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

Zoösis: Animal Acts for Changing Times

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, “zoösis,” to refer to the history of animal representation that stretches, in the Western literary tradition, from Aesop’s Fables to Will Self’s Great Ape; in the Western dramatic tradition, from Aristophanes’ The Frogs to Albee’s The Goat; in film, from Muybridge’s “zoogyroscope” to Herzog’s Grizzly Man; in popular culture, from Mickey Mouse to Animal Planet; and in popular performance, from gladiatorial contests to Siegfried and Roy. To speak of zoösis 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

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

**How We See**  
**V70.0109 Carrasco. 4 points.**

Do we see the world the way we do because we are the way we are or because the world is the way it is? The ease with which we comprehend the visual world and recognize objects and events makes it tempting to think that the world is just the way we see it and to take our perceptual capabilities for granted. But when we comprehend that we cannot process all the information available in the environment, when we try to build machines that can see, or when we encounter people who have lost some specific visual capability—for example, those who can no longer recognize faces—we realize how extraordinary and intricate are the machinery and mechanisms of sight. This course looks at what we know about vision from multiple scientific perspectives. Perceptual psychology tells us about the process of seeing and provides important insights into the workings of visual mechanisms; neuropsychology shows us what happens to perception when these mechanisms malfunction; 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**  
**V70.0111 Minor. 4 points.**

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

**Daily Life in China, 1750–1950**  
**V70.0112 Waley-Cohen. 4 points.**

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

**Making Sense of Monsters and Masks**  
**V70.0113 Miller. 4 points.**

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

**Finding New York City**  
**V70.0114 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**  
*V70.0116 Barbrook. 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 multiethnic.) 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 Principedom 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**  
*V70.0118 Forer. 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**  
*V70.0119 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.
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 where students work intensively with a distinguished faculty of scholars in African, Caribbean, Chinese, 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 abroad sites.

**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 students must take four courses originating in the major, 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, taking advantage of NYU study abroad opportunities, even 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 remarkable 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.

DEVELOPMENT 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 organized as follows:

Track 1: Literature. This track includes the following courses:
- Four courses originating in the Department of Comparative Literature, including Introduction to Comparative Literature (V29.0116) and the Junior Theory Seminar (V29.0200). These four courses must be taught by a faculty member of the Department of Comparative Literature; they cannot be cross-listed courses originating in another department.
- Four courses in a related cultural field or discipline. Fields could include history, art history, religion, philosophy, classics, politics, cinema studies, and so on. The choice of these courses will be made in consultation with the adviser to form a coherent intellectual field and a defined objective in the major.
- Two courses in a foreign literature department in the language of that literature, normally at the 100 level or above.

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

Double Major
As a promoter of interdisciplinary work, the department encourages double majors between comparative literature and other departments. The possibility of pursuing a double major should be discussed with the director of undergraduate studies.

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

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

HONORS GRADUATION
To graduate with honors in the major, a student must maintain at least a 3.65 average in the 10 courses required for the major, earn at least a 3.65 GPA in the College of Arts and Science, and write a senior honors thesis in his or her final year. A student may write the honors thesis by either (1) taking the Senior Seminar course (V29.0400) or (2) enrolling in an independent study with a faculty member after initial advisement and approval by the director of undergraduate studies. This approval must be sought at the end of the junior year. The senior honors thesis is in addition to the four courses originating in the Department of Comparative Literature and the other six courses of the major.

INTERNATIONAL
The department offers its majors and minors elective credit for internships in publishing, at literary agencies, and at other professional offices. Please consult our Web site and contact the director of undergraduate studies for more information.

Courses

Evolution of Literary Archetypes
V29.0104 Offered every one to two years. 4 points.
Investigates literary archetypes as developed by modern authors from the 17th century to the present. While the course emphasizes the more recent adaptations of such archetypes as Prometheus, Orestes, and Hippolytus, it also includes the Greco-Roman origin and transformation of different archetypes through succeeding epochs of Western civilization. Authors include Shakespeare, Racine, Alfieri, Shelley, Sarre, O'Neill, Gide, Giraudoux, and Eliot.
Tragedy  
V29.0110  Identical to V30.0200, V41.0720. Offered every other year. 4 points.  
Historical and critical study of the idea and practice of tragedy from Greek times to the present.

Comedy  
V29.0111  Identical to V41.0725, V30.0203. Offered every other year. 4 points.  
Historical and critical study of comic forms, themes, and traditions in a number of Western cultures from Aristophanes and earlier classical writing to absurdist and postmodern notions of comic forms. Provides an opportunity to study the 20th-century mingling of tragedy and comedy into the tragicomedy. The aim is to evolve a critical perspective on comedy for our time. Complements Department of Classics offerings in Greek and Roman comedy.

Modernist Fiction  
V29.0115  Offered every other year. 4 points.  
Focuses on both formal and thematic aspects of important innovative works of fiction from approximately the first half of the 20th century in Western Europe, the United States, and Latin America. Authors include Joyce, Woolf, Gide, Sartre, Mann, Faulkner, Carpenter, Sábató, and Rulfo.

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

Studies in Prose Genres  
V29.0125  Offered every year. 4 points.  
Focuses on prose genres that have traditionally been relegated to a marginal position in the literary canon but the status of which is now being reassessed: the travel account, autobiography, and fantastic fiction. Examining a different genre each time it is offered, the course also provides students with the opportunity to question what constitutes literature or a literary genre.

Topics in Caribbean Literature  
V29.0132  Identical to V18.0780, V41.0704. Offered every semester. 4 points.  
Study of the literature and society of the Caribbean. Emphasizes the Anglophone Caribbean within a comparative framework of French/Haitian, Spanish, Dutch, and Surinamese Caribbean modes. Topics vary yearly, from a concentration on Caribbean poetry to other cultural forms and presentations. Readings of literature, history, and political theory supplemented with performance, music, film, and video. Subjects include women writers, orality, novels of childhood, and pioneer literary figures.

Topics in Popular Culture  
V29.0136  Offered every one to two years. 4 points.  
Addresses topics in modern and contemporary popular culture. Topics vary yearly and may include the detective novel, television, popular music, folklore, visual culture, and romantic fiction.

Masterpieces of Renaissance Literature  
V29.0131  Offered approximately every other year. 4 points.  
Comparative study of major works of Renaissance literature. Authors include Erasmus, More, Machiavelli, Ariosto, Rabelais, Montaigne, Shakespeare, and Cervantes. The new secular view of the world that emerges in their works and the ways in which these authors conform to and defy inherited moral, social, and literary conventions receive special attention.

Topics in 18th-Century Literature  
V29.0175  Offered every other year. 2 or 4 points.  
Addresses topics in 18th-century literature that are important for comparative study. Offers practical experience in close critical reading and introduces the generic, thematic, and literary historical approaches as methodological and theoretical problems in comparative literature.

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

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

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

Topics in Film and Literature  
V29.0300  Offered every year. 4 points.  
Uses the tools of cultural studies to investigate cultural intersections of 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)  
V29.0400  Permission of the director of undergraduate studies required. Offered every year. 4 points.  
The aim of this course is the preparation and the writing of the thesis of seniors who qualify for this honor. (Students must have a 3.5 or better GPA in the major.) We examine several critical/
theoretical approaches, as many (and more) as are necessary to meet the needs of each student. Each student makes a presentation of his or her thesis proposal along with the critical position to be taken. Each critical position is then studied by the class so as to be able to make a contribution toward one another’s thesis. In addition, we study some practical methods of thesis writing, as well as methods of research.

Readings in Contemporary Literary Theory
V29.0843 Identical to V41.0733. Offered every semester. 4 points.
Introduces students already familiar with the imminent methods of practical criticism to the most important movements in contemporary literary theory. Readings are drawn from structuralism, poststructuralism, Marxism, psychoanalysis, feminism, and new historicism.

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

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

Independent Study
V29.0998 Must be approved by the director of undergraduate studies. 1 to 4 points.
For special projects, including internships, contributing to the major.
Computer science is an academic discipline rooted in mathematics, as well as a practical art underlying innovation in business, science, economics, graphic design, communications, government, and education. The value of a computer science degree in a liberal arts program is consistently growing due to demand for graduates with both general knowledge and specialized skills.

The department offers three major programs: the computer science major, the joint computer science/mathematics major, and the joint economics/computer science major. The department also offers three minor programs: the computer science minor, the 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.

Faculty

Professors Emeriti:
M. Davis, Dewar, Schonberg

Silver Professors; Professors of Computer Science:
Berger, LeCun, Pnueli, Wright

Professors:
Cole, Cousot, E. Davis, Gottlieb, Grishman, Kedem, Mishra, Mohri,

Overton, Perlin, Shasha, Shoup, Spencer, Yap

Associate Professors:
Barrett, Bregler, Dodis, Geiger, Goldberg, Grimm, Khor, Siegel, Zorin

Assistant Professors:
Bonneau, Fergus, Li, Sorkine, Subramanian

Clinical Associate Professors:
Engel, Franchitti, Hull, Korth, Odeh

Senior Lecturer:
Marateck

Program

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

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

**First year of major**

**Fall term:** V22.0101, V63.0121

**Spring term:** V22.0102, V63.0120

**Second year of major**

**Fall term:** V22.0201, V22.0310

**Spring term:** V22.0202, one elective (not requiring V22.0202 as a prerequisite)

**Third year of major**

**Fall term:** two electives

**Spring term:** two electives

**JOINT MAJOR IN COMPUTER SCIENCE AND ECONOMICS**

This is an interdisciplinary major 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 do the joint ECCS major. This major has requirements in three departments, including mathematics. A grade of C or better is necessary in all courses.

The mathematics requirements are V63.0120, V63.0121, V62.0122, and V63.0123.

The computer science requirements are V22.0101, V22.0201, V22.0202, V22.0310, and four computer science electives numbered V22.0400 or higher. One of these electives may be replaced by V63.0140, V31.0310, V31.0337, V31.0365, or V31.0375.

The economics requirements are V31.0005, V31.0006, V31.0011, V31.0013, V31.0020, and V31.0266, plus any three economics elective courses, at least two of which must be numbered V31.0300 to V31.0399. One of these electives may be replaced by V22.0444.

**JOINT MAJOR IN COMPUTER SCIENCE AND MATHEMATICS**

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

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

The mathematics requirements are V63.0120, V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, V63.0343; two mathematics courses numbered V63.0120 or higher; and a choice of V63.0224, V63.0326, or V63.0344.

**MINORS**

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

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

**Minor in Web programming and applications:** any four courses 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 Web site for complete information on services, hours of operation, and conditions of access. The Department of Computer Science also has its own network of 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. This includes the following computer science courses: V22.0101, V22.0102, V22.0201, V22.0202, V22.0310, V22.0421, V22.0453, V22.0520, and V22.0521; two advanced computer science electives listed at the V22.0400 level; and the following math courses: V63.0120, V63.0121, V63.0122, and V63.0140. Two of the above computer science courses must be completed with honors credit. Research work must culminate in a thesis (typically 40 to 60 pages in length) to be presented at the Undergraduate Research Conference. A general and major GPA of 3.65 is required. Information on honors programs in the joint computer science/mathematics and economics/computer science majors can be found on the department’s Web site, www.cs.nyu.edu.
NONMAJOR COURSES

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

Introduction to Computers and Programming
V22.0002 Prerequisite: three years of high school mathematics or equivalent. No prior computing experience is assumed. Students who have taken V22.0101 or higher will not receive credit. Note: This course is intended for potential computer science majors who do not have programming experience, as a prerequisite to V22.0101, as well as for non-computer science majors. Offered every semester. 4 points.
Elementary introduction to programming. The characteristics of computers are discussed, and students design, code, and debug programs using a high-level programming language.

Computers in Principle and Practice
V22.0004 Prerequisite: three years of high school mathematics or equivalent. No prior computing experience is assumed. Students who have taken V22.0101 or higher will not receive credit. Note: This course should consult with the computer science department before registering. Offered every semester. 4 points.
The principles part of the course introduces basic design principles underlying a computer, including topics in hardware and software for a variety of systems. The practical component of the course seeks to enable students to use computers as a tool, no matter what discipline they study, introducing them to HTML, word processing, graphics, spreadsheets, and the World Wide Web.

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

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

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

MAJOR COURSES

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

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

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

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

Basic Algorithms
V22.0310 Prerequisites: V22.0102 and V63.0120. Offered in the fall and spring. 4 points.
Introduction to the study of algorithms. Presents two main themes: designing appropriate data structures and analyzing the efficiency of the algorithms that use them. Algorithms studied include sorting, searching, graph algorithms, and maintaining dynamic data structures. Homework assignments, not necessarily involving programming.
Numerical Computing
V22.0421 Prerequisites: V22.0102 and V63.0140. Offered in the spring. 4 points.
Introduction to numerical computation: the need for floating-point arithmetic, the IEEE floating-point standard. Importance of numerical computing in a wide variety of scientific applications. Fundamental types of numerical algorithms: direct methods (e.g., for systems of linear equations), iterative methods (e.g., for a nonlinear equation), and discretization methods (e.g., for a differential equation). Numerical errors: How can you tell if you can trust your answers? The use of graphics and software packages such as Matlab. Programming assignments.

Computer Architecture
V22.0436 Prerequisites: V22.0201 and V63.0120. Offered in the fall. 4 points.
A first course in the structure and design of computer systems. Basic logic modules and arithmetic circuits. Control unit design of computers and structure of a simple processor; speed-up techniques. Storage technologies and structure of memory hierarchies; error detection and correction. Input-output structures, busses, programmed data transfer, interrupts, DMA, and microprocessors. Discussion of various computer architectures; stack, pipeline, and parallel machines; and multiple functional units.

Introduction to Database Systems
V22.0444 Prerequisites: V22.0201 and V22.0310. 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
V22.0433 Prerequisite: V22.0310. Offered in the fall. 4 points.
Takes a mathematical approach to studying topics in computer science, such as regular languages and some of their representations (deterministic finite automata, nondeterministic finite automata, regular expressions) and proof of nonregularity. Context-free languages and pushdown automata; proofs that languages are not context-free. Elements of computability theory. Brief introduction to NP-completeness.

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

Object-Oriented Programming
V22.0470 Prerequisite: V22.0201. Offered in the fall. 4 points.
Object-oriented programming has emerged as a significant software development methodology. This course introduces the important concepts of object-oriented design and languages, including code reuse, data abstraction, inheritance, and dynamic overloading. Covers in depth those features of Java and C++ that support object-oriented programming and gives an overview of other object-oriented languages of interest. Significant programming assignments stressing object-oriented design.

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

Software Engineering
V22.0474 Prerequisites: V22.0202 and V22.0470, or permission of the department. Offered in the spring. 4 points.
An intense hands-on study of practical techniques and methods of software engineering. Topics include 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
V22.0476 Prerequisite: V22.0201. 4 points.
Covers applied Internet technologies and programming for the Web. Students build secure, interactive, and powerful Internet/Web applications. Discusses important topics such as Java Servlets, JavaServer Pages, databases and JDBC, XML, Web Services, and related standards, including SOAP, WSDL, and UDDI.

Introduction to Cryptography
V22.0478 Identical to V63.0243. Prerequisite: V22.0310. 4 points.
Provides an introduction to the principles and practice of cryptography and its application to network security. Topics include symmetric-key encryption (block ciphers, modes of operations, AES), message authentication (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
V22.0480  Topics determine prerequisites. Offered in the fall and spring. 4 points. Note: this course may be taken for credit in the major sequence more than once as long as the topics covered are different.

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
V22.0520,0521  Prerequisite: permission of the department. 4 points.

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

INDEPENDENT STUDY

Independent Study
V22.0997,0998  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 a general average of 3.0 and an average 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 an average of 3.5 or better in computer science, subject to permission of the director of undergraduate studies. These may be reserved for graduate credit if the student is pursuing the accelerated master’s program or substituted for undergraduate elective credit. Consult the department’s Web site: www.cs.nyu.edu.
The undergraduate Program in Creative Writing offers students the opportunity to immerse themselves in the writing life with workshops, readings, internships, and events designed to cultivate and inspire. Our popular minor in creative writing provides students with an exciting progression of course work, ranging from an introduction to the fundamentals of the craft to more advanced, substantive explorations of specific forms and genres.

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

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

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

Faculty

Professors:
E. L. Doctorow, Yusef Komunyakaa, Sharon Olds, Zadie Smith

Distinguished Global Professor of Creative Writing:
Breyten Breytenbach

Collegiate Professor; Lillian Vernon Distinguished Writer-in-Residence:
Jonathan Safran Foer

Distinguished Fiction Writers-in-Residence:
Junot Diaz, Jonathan Lethem

Distinguished Poets-in-Residence:
Anne Carson, Charles Simic

Distinguished Visiting Poet:
John Ashbery

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

Distinguished Fiction Writers-in-Residence:
Junot Diaz, Jonathan Lethem

Distinguished Poets-in-Residence:
Anne Carson, Charles Simic

Distinguished Visiting Poet:
John Ashbery

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

Affiliated Faculty:
Catherine Barnett, Daphne Beal, Lee Briccetti, Dan Chiasson, Robert Currie, Rachel DeWoskin, Jennifer Egan, Elaine Equi, Miranda Field, Robert Fitterman, George Foy, Ann Hood, Maria Laurino, Paul Lisicky, Fiona Maazel, Maaza Mengiste, Eliza Minor, Geoffrey Nutter, Susan Orlean, Meghan O’Rourke, Jonathan Rabb, Mark Rudman, Elissa Schappell, Helen Schulman, Irini Spanidou, Craig Morgan Teicher
MINOR
The minor in creative writing offers undergraduates the opportunity to hone their skills while exploring the full range of literary genres including poetry, fiction, and creative nonfiction. The minor is a 16-point credit load consisting of three to four creative writing courses. Creative Writing: Introduction to Fiction and Poetry (V39.0815 or Creative Writing [V39.9815] or equivalent) is generally the foundational course, to be followed by 12 additional points in the form of three higher-level workshops (intermediate/advanced/master class; 4 points each) or one higher-level workshop combined with one of our summer intensives (Writers in New York or Writers in Paris; 8 points each).

Students who take a summer intensive are not required to take the introductory workshop; they may take advanced course work in the same genre as their summer intensive (including creative nonfiction, for fiction summer students) and/or move directly into an intermediate workshop in the alternative genre. The introductory workshop (V39.0815, V39.9815, or equivalent) and summer intensives (V39.0818, V39.0819, V39.9818, and V39.9819) may only be taken 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. No credit toward the creative writing minor is granted for grades of C- or lower, although such grades will be computed into the grade point average of the minor, as well as into the overall grade point average. No course to be counted toward the minor may be taken on a pass/fail basis. In the semester prior to graduation, it is recommended that all creative writing minors contact the Program in Creative Writing to verify that their declarations are on record and that they have fulfilled (or have enrolled in) all of the appropriate courses for the minor.

To declare the minor: Students in the College of Arts and Science may declare their minor by visiting the Program in Creative Writing at the Lillian Vernon Creative Writers House (58 West 10th Street). Declaration forms are also available online. Students in other NYU schools may declare their minors on Albert.

Course substitution policy: Students with a petition to apply a maximum of one outside course toward the minor, either as the introductory prerequisite (equivalent to V39.0815) 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, please submit the course’s description, syllabus (including course readings and assignments), and a brief note indicating which course the student is seeking to substitute: the introductory prerequisite workshop or one of the minor electives. We will review the submitted syllabus to verify course level and determine substitution eligibility. We recommend petitioning prior to registration, so the student knows in advance if the proposed course can serve as substitute. Please submit materials to Undergraduate Program Administrator NYU Program in Creative Writing Lillian Vernon Creative Writers House 58 West 10th Street, Room B002 New York, NY 10011-8702 Fax: 212-995-4864

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.

Creative writing minor 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 (V39.9815). This course is not considered a substitute. All other creative writing courses taken abroad require petition for substitution and approval by the program, as described above.

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

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

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

Intermediate Workshops in Fiction, Poetry, and Creative Nonfiction
The intermediate workshops offer budding fiction writers and poets an opportunity to continue their
pursuit of writing through workshops that focus on a specific genre. The workshops also 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**

V39.0820 (fiction), V39.0830 (poetry), V39.0850 (creative nonfiction)  
**Application required. 4 points.**

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—students are advised to pay close attention to the course descriptions, which are available online and in the program office prior to registration.

**Master Classes in Fiction, Poetry, and Creative Nonfiction**

V39.0860 (fiction), V39.0870 (poetry), V39.0880 (creative nonfiction)  
**Recommended prerequisite:** V39.0820, V39.0830, or V39.0850.  
**Application required. 4 points.**

Advanced workshops provide emerging writers with the opportunity to hone their individual voice and experiment with different aesthetic strategies in a genre-specific workshop taught by an eminent writer in the field. The workshops focus on innovative revision techniques, the development of a sustainable writing process, and the broadening of students’ literary knowledge of classical and contemporary masters. Each advanced workshop has a distinct emphasis and area of exploration—students are advised to pay close attention to the course descriptions, which are available online and in the program office prior to registration.

**Master Classes in Fiction, Poetry, and Creative Nonfiction**

V39.0860 (fiction), V39.0870 (poetry), V39.0880 (creative nonfiction)  
**Application required. 4 points.**

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—students are advised to pay close attention to the course descriptions, which are available online and in the program office prior to registration.

**Works in New York: Fiction or Poetry**

V39.0818 (fiction), V39.0819 (poetry)  
**Application required.**  
**Offered in the summer. 8 points.**

Offers poets and fiction writers an opportunity to develop their craft while living the writer’s life in Greenwich Village. Students participate in daily workshops and craft classes, are mentored by accomplished professional writers, and attend readings, lectures, panel discussions, and seminars led by New York-based writers and editors. Assignments encourage immersion in the city. Students work intensively to generate new writing and also attend a lively series of readings, lectures, literary walking tours, and special events.

**Works in Paris: Fiction or Poetry**

V39.0818 (fiction), V39.0819 (poetry)  
**Application required.**  
**Offered in the summer. 8 points.**

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

**Creative Writing Internship**

V39.0980  
**Prerequisites:** a declared minor in creative writing, two V39 courses or the equivalent, and approval of the Program in Creative Writing.  
**An internship may not be used to fulfill the minimum requirements of the minor. For full policies, registration procedures, and the application form, please visit the program’s Web site. 2 or 4 points.**

Requires a commitment of 8 to 12 hours of work per week in a position to be approved by the Program in Creative Writing. The internship must be with an external (non-NYU) organization related to the field of creative writing (such as a literary agency, a literary magazine or book publisher, a literary outreach program, or a nonprofit arts organization). The intern’s duties should involve some substantive aspect of writerly work. A five- to seven-page report is due at the end of the semester, and an evaluation is solicited from the intern’s supervisor. Grading is pass/fail. Students are responsible for finding the internship and for receiving approval from the program before the end of the Albert add/drop period.
Drama, a universal and essential art form, provides a fitting focus of study in a liberal arts education. The special opportunities provided by New York as a world theatre center make the study of dramatic literature at NYU vital and intimately connected to other arts and disciplines. The program, which is administered by the Department of English, brings together courses from the entire University in dramatic literature, theatre production, and playwriting. To all undergraduates, it offers survey courses in the theory and history of drama, as well as electives in more specific subjects. To the major, the program offers a coherent program of study centered on the history of dramatic literature from its origins to the contemporary New York theatre scene. Majors supplement the study of dramatic literature with courses in theatre production, writing, and cinema.

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

### Faculty

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

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

**Adjunct Professors:**
- Horwich, Moore, Oliver, Osburn, Packard

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

### Program

**MAJOR**
A minimum of ten 4-point courses offered by the department, including V30.0110 and V30.0111, and one course in dramatic literature before 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 V30 courses offered by the department. Only two of the four may be in the area of cinema and practical theatre.

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

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

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

STUDENT ORGANIZATIONS

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

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

Courses

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

SURVEY COURSES IN DRAMATIC LITERATURE

History of Drama and Theatre I, II

V30.0110,0111 Identical to V41.0125,0126. Either term may be taken alone for credit. 4 points per term.

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

ADVANCED ELECTIVES IN DRAMATIC LITERATURE

Acting Medieval Literature

V30.0035 Identical to V63.0868. 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 draft on their dramatic and musical skills and interests, and stage medieval works. For their final project, students participate in staging and putting on a play, perform a substantial piece of narrative poetry, sing or play a body of medieval songs, or a similar endeavor.

Naturalism

V30.0113 Identical to H28.0705. 4 points.

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

Modern Drama: Expressionism and Beyond

V30.0114 Identical to H28.0602. 4 points.

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

Theory of Drama

V30.0130 Identical to V41.0130. 4 points.

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

Gay and Lesbian Theatre

V30.0137 Identical to H28.0624. 4 points.

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

**Popular Performance**

V30.0138 Identical to V28.0621. 4 points.

A reevaluation of a wide variety of European and American forms that, beginning in the 16th century, were separated from "high culture" theatre. These include fairground performance, commedia dell'arte, 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**

V30.0174 Identical to V39.0173. 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.

**Comedy**

V30.0205 Identical to V41.0725, V29.0111. 4 points.

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

**Greek Drama: Aeschylus, Sophocles, Euripides**

V30.0210 Identical to V27.0143. 4 points.

Of the many gifts of the ancient Greeks to Western culture, one of the most celebrated and influential is the art of drama. This course covers, by way of the best available translations, the masterpieces of Aeschylus, Sophocles, and Euripides, 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**

V30.0211 Identical to V27.0144. 4 points.

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

**Shakespeare I, II**

V30.0225,0226 Identical to V41.0410,0411. Either term may be taken alone for credit. 4 points per term.

Introduction to the reading of Shakespeare. Examines about 10 plays each term, generally in chronological order. First term: the early comedies, tragedies, and histories up to Hamlet. Second term: the later tragedies, the problem plays, and the romances, concluding with The Tempest.

**Comedies**

V30.0230 Identical to V41.0415. Assumes some familiarity with Shakespeare's works. Beginning students should take V30.0225,0226. 4 points.

Explores the richness and variety of Shakespearean drama through an emphasis on the mastery of select-ed major plays. Six to eight plays are read intensively and examined thoroughly in discussion.

**Feminism and Theatre**

V30.0240 Identical to V28.0623. 4 points.

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

**Modern British Drama**

V30.0245 Identical to V41.0614. 4 points.

Studies in the modern drama of England and Ireland, always focusing on a specific period, a specific group of playwrights, a specific dramatic movement of theatre, or a specific topic. Among playwrights covered at different times are Shaw, Synge, O’Casey, Behan, Osborn, Pinter, Stoppard, Bond, Friel, Storey, hare, Edgar, Brenton, Gems, Churchill, and Daniels.

**Modern American Drama**

V30.0250 Identical to V41.0650, V18.0842. 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
V30.0251 Identical to H28.0632. 4 points.
This course (different each time) explores one or more distinctive theatrical genres, such as tragedy, comedy, melodrama, satire, or farce, or plays of distinctive 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
V30.0253 Identical to V41.0630, H28.0608A. 4 points.
A study of the drama and theatre in the United States since 1900, including Eugene O'Neill, Susan Glaspell, Sophie Treadwell, Elmer Rice, Clifford Odets and the Group Theatre, Thornton Wilder, Tennessee Williams, Arthur Miller, Edward Albee, Emily Mann, Sam Shepard, David Mamet, Maria Irene Fornes, Adrienne Kennedy, August Wilson, Lorraine Hansberry, David Henry Hwang, David Rabe, Luis Valdez, and Tony Kushner. We explore these writers and their texts as they relate to the page, to the stage, and to U.S. culture at large. We discuss how these writers (and others) represent themselves and notions of “American-ness” in their dramatic works. We 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
V30.0254 Identical to V41.0652, H28.0618. 4 points.
This course (different each time) focuses on two or three related major playwrights, for example, Brecht and Shaw, Chekhov and Williams, Churchill and Bond, Beckett and Pinter, Strindberg and O’Neill. Makes an in-depth study of their writings, their theories, and the production histories of their plays in relation to biographical, cultural, political, and aesthetic contexts.

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

Asian American Theatre
V30.0256 Identical to H28.0606. 4 points.
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 Chickencoop Chinaman, the first Asian American play produced in a mainstream venue—the class looks at the ways Asian American drama and performance intersect with a burgeoning Asian American consciousness. We review the construction of Asian American history through such plays as Genny Lim’s Paper Angels and more recent works such as Chay Yew’s A Language of Their Own. We also read theoretical and historical texts that provide the basis for a critical examination of the issues surrounding Asian American theatre. Orientalism, media representation, and theories of genealogy inform our discussion.

Political Theatre
V30.0258 Identical to H28.0622. 4 points.
Major forms, plays, and theories of socially engaged theatre exemplifying performance as a site of resistance, social critique, and utopianism. While the course provides an examination of the historical development of political theatre, focus may vary semester to semester, from an examination of activist forms including agit-prop, pageantry, epic theatre, documentary, street theatre, 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, Ngũgĩ wa Thiong’o, Split Britches, Tony Kushner, Emily Mann, and others.

Comparable Study 20th-Century Drama
V30.0261 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—who engaged 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 Screens; Kennedy’s Fanny’s House of a Negro, The Owl Answers, and A Moon’s a Four Star Has to Star in Black and White; and Weiss’s Marat/Sade and The Investigation.
Theatre of Latin America
V30.0293  Identical to H28.0748.  4 points.
An introduction to the history, theories, and practices of Latin American drama, focusing on the 20th century. We pay special attention to the historical reinvention of European-based theatrical forms in the Americas through their continuous interaction with non-European cultural forms. Through the plays of leading dramatists—including Jorge Díaz, Egon Wolff, and Sergio Vodanovic (Chile); José Triana (Cuba); René Marquez and Luis Rafael Sánchez (Puerto Rico); Isaac Chocró (Venezuela); Emilio Carballido, Luisa Josefina Hernández, Sabina Berman, and Elena Garro (Mexico); and Osvaldo Dragnín, 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 anti-colonial antropofagia, and the “aesthetics of hunger,” drawing on the work of Fernando Ortíz, Angel Rama, and Néstor García Canclini, among others. We consider “magical realism” in the theatre as a social poetics of scarcity.

Theatres in Asia
V30.0294  Identical to H28.0744.  4 points.
This course (different each time) examines different traditions, innovations, representations, and locations of Asian theatre. The influence of major aesthetic texts, such as the Natyasastra and the Kadoshibi 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, Raslila, and Pansori. The dramatization of religious beliefs, myths, and legends is examined in a contemporary context. Different focuses include Middle Eastern performance, Japanese theatre, traditional Asian performances on contemporary stages, religion and drama in Southeast Asia, and traditions of India.

The Avant-Garde
V30.0295  Identical to H28.0731.  4 points.
An in-depth study of the origins, characteristics, and practical application of techniques of nonliterary/multimedia theatre, performance, and dance theatre. Emphasis is placed on theatrical forms that have been influenced by the theories of Artaud and the European avant-garde; John Cage and visual 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
V30.0300  Identical to V41.0132.  4 points.
Combines the study of drama as literary text with the study of theatre as its three-dimensional translation, both theoretically and practically. Drawing on the rich theatrical resources of New York City, students see approximately 12 plays, covering classical to contemporary and traditional to experimental theatre. Readings include plays and essays in theory and criticism.

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

Film as Literature
V30.0501  Identical to V41.0170.  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 include Euripides’ Medea (Pasolini), Nabokov’s Lolita (Kubrick), Tennessee Williams’ 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.

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

Contemporary European Theatre
V30.0609  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 Weltanschaung and style. They have encountered controversy and shock in reception but could not be ignored, gradually gaining a significant place in the recent theatre history. We study and discuss work by Sarah Kane, Mark Ravenhill, David Harrower, Roland Schimmelpfennig, Kofi Kwhalué, Yasmina Reza, Juan Mayorga, Biljana Srbljanović, Gianina Carbunariu, Hristo Boytchev, Matěi Vysnec, Goran
Stefanovski, Vassily Sigarev, and their forerunners Beckett, Ionesco, Orson, Churchill, Koltes, Havel, Mrozek, etc.

**Irish Dramatists**

V30.0700 Identical to H28.0603, V38.0700. 4 points.

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

**Gender and Performance in the Italian Theatre**

V30.0720 Identical to V39.0720. 4 points.

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

**ELECTIVES IN PRACTICAL THEATRE**

**Stagecraft**

V30.0655,0636 Identical to E17.0009,0010. Either term may be taken alone for credit. 4 points per term.

Comprehensive, practical course in the various technical aspects of theatrical production. First term explores the planning, construction, and painting of scenery and the architecture of the stage. Second term deals with stage electrics, lighting, crafts, sound technology, and special effects.

**Acting I**

V30.0637,0638 Identical to E17.0027,0028. Either term may be taken alone for credit. 4 points per term.

Class hours are spent in the practice of improvisation, pantomime, and theatre games, as well as brief scenes. Additional hours for rehearsal and performance of scenes.

**Acting II**

V30.0639,0640 Identical to E17.0037,0038. Either term may be taken alone for credit. 4 points per term.

Emphasis on scene study and the analysis and performance of characters. Students may be cast and rehearsed by members of the directing classes in brief scenes performed on Friday afternoons and in evenings of one-act performances, as well as staff-directed or supervised, full-length productions.

**Stage Lighting**

V30.0641 Identical to E17.1143. 4 points.

Theories of light and lighting. The practice of lighting the stage. Experiments with light as design.

**Costume Design**

V30.0642 Identical to E17.1175. 4 points.

Costume design for the modern stage; the history of fashion.

**Directing**

V30.0643,0644 Identical to E17.1081,1082. Prerequisites: satisfactory work in V30.0639,0640 or equivalent, and permission of the adviser. V30.0643 is a prerequisite for V30.0644, 4 points per term.

Elements of play scripts are analyzed and dramatized. Students may cast and rehearse brief scenes performed on Friday afternoons.

**Design for the Stage**

V30.0645 Identical to E17.1017. 4 points.

Design for today’s stage in period and modern styles. Methods of originating and presenting a design conception. Practice in scene sketching.

**styles of Acting and Directing**

V30.0646,0647 Identical to E17.1099,1100. 4 points.

Scenes from period plays (Greek, Roman, Elizabethan, neoclassical French, Restoration, and 18th- and 19th-century European) are studied and performed. A course in performance styles and techniques for those interested in acting, directing, design, theatre history, and criticism, as well as for teachers of acting and directing.

**Fundamentals of Acting I**

V30.0649 Identical to H28.0830. 4 points.

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

**Fundamentals of Acting II**

V30.0650 Identical to H28.0851. Prerequisites: Acting I and II.

Fundamentals of Acting I, or permission of the instructor. 4 points.

A continuation of Fundamentals of Acting I, focusing on more advanced scene work. Students prepare a series of scenes, and a variety of advanced topics are covered, including text analysis, spontaneity, and character development.

**Advanced Workshop in Playwriting**

V30.0840 4 points.

Principles and practice of writing for the theatre. Students are expected to write and rewrite their own plays and to present them for reading and criticism.

**ELECTIVES IN CINEMA**

**Film as Literature**

V30.0501 Identical to V41.0170. 4 points.

The development of the film as a major art form and its relationship to other art forms. Particular attention to the language of cinema, the director and screenwriter as authors, and the problems of translating literature into film,
with extensive discussion of the potentials and limitations of each art form. Milestone films are viewed and analyzed.

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

**Cinema and Literature**  
V30.0504 Identical to V43.0883.  
4 points.  
Explores the student to various modes, such as expressionism, social realism, and the projection of the hero. One film is viewed per week and analyzed with reading assignments that include novels, plays, and poems. The objective is to exploit the potentiality of different media and to make vivid and intellectual the climate of Europe on which these media so often focus.

**Italian Cinema and Literature**  
V30.0505 Identical to V59.0282.  
4 points.  
Studies the relationship between Italian literature and post-World War II cinema. Among the authors and directors examined are Lampedusa, Bassani, Sciascia, Visconti, De Sica, and Rosi.

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

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

**Film Theory**  
V30.0531 Identical to H56.0011.  
4 points.  
Second-level course to introduce the main schools of film theory, focusing on the question, what is cinema? Overview of the basic theories developed by filmmakers (e.g., Eisenstein, Pudovkin) and theoreticians (e.g., Arnheim, Bazin, Metz). Refines the student's understanding of the theoretical concerns of cinema studies in its relation to the practice of filmmaking and film criticism.

**INTERNERNSHIP**

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

Requires a commitment of 8 to 12 hours of work per week in an unpaid position to be approved by the director of undergraduate studies. The intern's duties on-site should involve some substantive aspect of work in drama. The student is expected to fulfill the obligation of the internship itself, and a written evaluation is solicited from the outside sponsor at the end. The grade for the course is based on a final project submitted to a faculty director with whom the student has been meeting regularly over the semester to discuss the progress of the internship.

**HONORS SEMINAR**

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

**INDEPENDENT STUDY**

**Independent Study**  
V30.0997,0998 Prerequisite: permission of the director of undergraduate studies. May not duplicate the content of a regularly offered course. Intended for qualified upper-class majors or minors in this department, but may not be used to fulfill the minimum requirements of either the major or the minor. 2 or 4 points.

Requires a paper of considerable length that should embody the results of a semester’s reading, thinking, and frequent conferences with the student’s director. The paper should show the student’s ability to investigate, collect, and evaluate his or her material, finally drawing conclusions that are discussed in a sound and well-written argument. In the 2-point course, the student is held to the same high standard as is the student who is working for 4 points, but the investigation and the paper are of proportionate length.
The Department of East Asian Studies offers courses on China, Japan, Korea, and Vietnam. The focus of the program is primarily on language, literature, and film. By intensive and comparative study of Asian cultures and their interactions with the Western world, students are encouraged to reflect on the global interrelatedness of human society.

Three language sequences are offered: a six-semester Chinese language sequence, a six-semester Japanese language sequence, and a six-semester Korean language sequence. Fourth-year study is also offered in all three languages. In addition, various courses in Asian culture in history, religion, literature, film, philosophy, and art are offered in the Department of East Asian Studies and in conjunction with other departments.

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

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

• Cultures and Contexts: China (V55.0512)
• Cultures and Contexts: Korea (V55.0543)

No other Cultures and Contexts courses will be considered as fulfilling this prerequisite, including Eastern Civilization or equivalent in the Liberal Studies Program (LS). Transfers from LS must take one of the above-listed courses.

The major consists of 32 credits. The program leads to a Department of East Asian Studies humanities major in one of two ways:
Language major: Students must complete one language (Chinese, Korean, or Japanese) through the Advanced II level; major credits begin to count with the Intermediate I level. (Elementary I and II do not count in the major credit total.) In addition to the fulfillment of the language component, students also must take nonlanguage courses from among the Department of East Asian Studies offerings. Normally, the program consists of Intermediate I and II, Advanced I and II in the language, plus four nonlanguage courses. Limited flexibility is permitted, although no compromise on language levels will be permitted.

Nonlanguage major: Students may take 32 credits of nonlanguage East Asian Studies courses. In this version, no language courses will count toward the major.

Notes:
- Asian/Pacific/American Studies cross-lists courses with the Department of East Asian Studies. Only those cross-listed courses will count toward the EAS major.
- An upper limit of 16 credits can be transferred from outside NYU. This includes non-NYU study abroad credits, as well as credits from other universities in the United States.
- Cantonese, Vietnamese, and Tibetan languages may not be counted toward either major or minor requirements.
- NYU in Shanghai and Beijing courses are counted toward the major only contingently. Students must contact the director of undergraduate studies to discuss the courses before or during the process of applying. The director gives final approval for major or minor credit after the course has been successfully completed and the student’s work is reviewed.
- At least 8 of the 16 nonlanguage credits must be taken at the New York NYU campus.
- Courses listed as “electives” do not count toward the major; freshman honors seminars may count toward the major, although the specific seminar must be approved by the director of undergraduate studies.
- 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 credits. The program leads to a Department of East Asian Studies humanities minor in one of two ways:

1. Four nonlanguage courses in the Department of East Asian Studies alone.
2. A language minor can be obtained by taking one language (Chinese, Korean, or Japanese) through the Advanced II level. Elementary I and II do not count toward fulfilling the minor requirements.

Notes:
- If the Advanced II level of the target language is reached prior to fulfilling the 16 credits, the student’s program can be configured flexibly to fulfill the remaining credits.
- Transfer credits are not accepted for the minor.
- NYU in Shanghai and Beijing courses are counted toward the minor only contingently. Students must contact the director of undergraduate studies to discuss the courses before or during the process of applying. The director gives final approval for major or minor credit after the course has been successfully completed and the student’s work is reviewed.

HONORS PROGRAM

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

Requirements: (1) Substantial completion of the major requirements (24 to 28 points), (2) GPA of 3.7 or better, and (3) the student must register in his or her senior year for two semesters of independent study, at 4 points per semester (a total of 8 points), under the supervision of a departmental faculty member (or affiliate). This total of 8 points is in addition to the 32 points of the major. The 8-point honors sequence must result in a substantively researched thesis, normally 30 to 50 typed pages. The faculty supervisor and the subject of the honors thesis are chosen by the student in consultation with the director of undergraduate studies, who must approve the topic/adviser in the first semester of the honors sequence.

COURSES

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

LANGUAGE COURSES

Elementary Chinese I, II
V33.0201,0202 Prerequisite for V33.0203: none. Prerequisite for V33.0202: V33.0201 or the equivalent. Offered every semester. 4 points per term.

Introductory course covers both spoken and written aspects of the language. Open to students who have had no training in Chinese. Designed to develop and reinforce their language skills in listening, speaking, reading, and writing as it relates to everyday life situations. A basic study of elementary Chinese grammar is included.

Intermediate Chinese I, II
V33.0202,0203,0204 Prerequisite for V33.0203: V33.0202 or the equivalent. Prerequisite for V33.0204: V33.0203 or the equivalent. Offered every semester. 4 points per term.

A continuing study of Chinese at the intermediate level. Aims to
consolidate the student’s aural-oral proficiency, with increased focus on reading and writing competence as it relates to the written aspect of Chinese. Provides students with initial exposure to syntax and vocabulary that aids them in reading contemporary belles lettres and journalistic and documentary materials in the original.

Advanced Chinese I, II
V33.0205,0206 Prerequisite for V33.0205: V33.0204 or the equivalent. Prerequisite for V33.0206: V33.0205 or the equivalent. Offered every semester. 4 points per term.
Intended to further develop the student’s overall aural-oral proficiency through reading and understanding of a variety of materials that deal with subject matters relevant to today’s China. Aims to develop reading speed and comprehension of more advanced syntax and styles.

Chinese Characters
V33.0210 Prerequisite: V33.0205 or permission of the instructor. Roberts. Offered every year. 2 points.
Philologically oriented introduction to key cultural concepts of Chinese civilization.

Advanced Topics in Chinese
V33.0212 Prerequisites: V33.0206 and permission of the instructor. Lee. Offered every year. 4 points.
This course is designed to assist advanced students of Chinese who have completed the three-year Chinese program offered by the EAS department at NYU or its equivalent. As they continue to develop their compositional and conversational skills, its goals are achieved by frequent assignments in reading and writing related to current issues in Chinese/Chinese American as well as global affairs. Articles and editorials from Chinese, overseas Chinese, and/or English language press are used for classroom discussion and synopsis-analysis. In some cases, a narrative text of moderate difficulty from contemporary literature is read by the class for classroom discussion or as home assignment.

Readings in Chinese Poetry I, II
V33.0213,0214 Prerequisite: V33.0205 and permission of the instructor. Offered every semester. 2 points per term.
 Begins with Shi Jing (The Book of Songs) and continues through the masterpieces of the Tang Dynasty. Conducted primarily in Chinese. English translations of the poems are provided as references.

Readings in Chinese Culture I, II
V33.0221,0222 Prerequisites: V33.0206 and permission of the instructor. Liao. Offered every semester. 4 points per term.
Students enhance their Chinese proficiency through reading a large variety of materials that have rich connotations of the Chinese culture.

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

Country and City: Readings in Modern Chinese Literature and Film
V33.0227 Prerequisites: V33.0206 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 in such a way that both introduce the students to the major works in modern Chinese literature and culture and prepare them for further reading and independent research.

Reading The Dream of the Red Chamber
V33.0228 Prerequisite: V33.0206 or permission of the instructor. J. Wang. Offered in the spring. 4 points.
This course 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 skills 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
V33.0247,0248 No previous training in the language is required for V33.0247. Prerequisite for V33.0248: V33.0247 with a minimum grade of C-. Offered in the fall and spring. 4 points per term.
Introductory course in modern spoken and written Japanese, designed to develop fundamental skills in the areas of speaking, listening, reading, and writing. Gives contextualized instructions to develop both communicative and cultural competency. Systematically introduces the Japanese writing system (Hiragana, Katakana, and Kanji).

Intermediate Japanese I, II
V33.0249,0250 Prerequisite for V33.0249: V33.0248 with a minimum grade of C-. Prerequisite for V33.0250: V33.0249 with a minimum grade of C-. Offered in the fall and spring. 4 points per term.
Continuing study of Japanese at the intermediate level. Stresses reading comprehension, spoken fluency, and composition, with materials organized around social and cultural topics. Continues to introduce new Kanji characters.

Advanced Japanese I, II
V33.0252,0253 Prerequisite for V33.0252: V33.0250 with a minimum grade of C+. Prerequisite for V33.0253: V33.0252 with a minimum grade of C+. Offered in the fall and spring. 4 points per term.
Continuing study of Japanese at the advanced level. Stresses reading
Elementary Korean I, II
V33.0254,0255 No previous training in the language is required for V33.0254. Prerequisite for V33.0255: V33.0254. Offered in the fall and spring. 4 points per term.
First-year Korean designed to introduce the Korean language and alphabet, Hangul. This course is for students without any or very little knowledge of the Korean language and provides a solid foundation in all aspects of the language, including speaking, listening, reading, and writing. Students study the language’s orthographic and phonetic systems, grammar, syntax, and vocabulary within social and cultural contexts.

Intermediate Korean I, II
V33.0256,0257 Prerequisite for V33.0256: V33.0255 or the equivalent. Prerequisite for V33.0257: V33.0256 or the equivalent. Offered in the fall and spring. 4 points per term.
The Korean language at the intermediate level: phonetics, grammar, syntax, and vocabulary. 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
V33.0258,0259 Prerequisite for V33.0258: V33.0257 or the equivalent. Prerequisite for V33.0259: V33.0258 or the equivalent. Offered in the fall and spring. 4 points per term.
This pair of courses is taught over the two semesters in an academic year and is designed to assist advanced students of Korean language as they continue to learn skills in conversation, reading, and writing. Reading Korean newspapers and visiting Korean Web sites are integrated as part of the course’s instruction.

Media Korean
V33.0261 Prerequisites: V33.0257 and permission of the instructor. Offered every year. 4 points.
This course is designed to improve students’ understanding of written and spoken Korean through exposure to various media sources, such as film, magazine, newspaper, TV, Internet, and user-created content (UCC). Students learn Korean sentence patterns and vocabularies from the sources and discuss various topics related to Korea. Class discussions help enhance students’ speaking proficiency as well.

Conversational and Composition in Japanese
V33.0262 Prerequisites: V33.0253 with a minimum grade of C+ and permission of the instructor. 4 points per term.
Designed to further enhance advanced students’ conversational and compositional skills.

Readings in Japanese Culture II
V33.0263 Prerequisites: V33.0253 with a minimum grade of C+ and permission of the instructor. 4 points per term.
Designed to enhance advanced students’ Japanese proficiency through readings about, and discussions of, a variety of cultural and social topics in Japan. Uses original materials, such as newspapers, magazine articles, TV news, and video. A final individual research project—which comprises an oral presentation and a term paper in the target language—is an integral part of this course. The class is conducted entirely in Japanese.

Readings in Modern Japanese Writings
V33.0267 Prerequisites: V33.0266 with a minimum grade of C+ and permission of the instructor. Offered every year. 4 points.
Designed to further develop students’ proficiency in speaking, listening, writing, and reading comprehension. The texts of the course are from Japanese modern literature, social commentaries, history, and literature. Students learn and practice a wider range of useful vocabulary and expressions with reinforcement of previously learned grammatical patterns and structures through student-led discussions, presentations, and papers.

Japanese for Reading Proficiency
V33.0268 Prerequisites: by placement examination and permission of the instructor only. Offered every semester. 4 points.
Covers all grammatical structures and essential Kanji characters (350+) that are introduced in elementary and intermediate Japanese courses. Intended for students with a post-intermediate level of oral-aural skills, the course is a self-paced study leading to proficiency in reading and writing skills for either CAS foreign language requirement exemption or enrollment (by permission) in advanced Japanese courses.

Japanese Language and Structure in Mass Media
V33.0269 Prerequisites: V33.0249 with a minimum grade of C+ and permission of the instructor. Offered every year. 4 points.
Introduces students to various ways in which Japanese language shapes and is shaped by mass...
media. Students learn the dynamic challenges posed to the formal structure of the language (for instance, grammar) as it is practiced in multiple mediums such as television, film (including anime), and print culture (graphic novels, genre literature such as crime novels). The 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 V33.0262, Conversation and Composition in Japanese.)

Readings in Modern Korean
V33.0299 Prerequisite: V33.0259 and permission of the instructor. Offered every semester. 4 points.
This advanced reading course provides students the opportunity to enhance their Korean literacy skills while doing some concentrated reading on issues, areas, and genres of their own interest. A wide range of texts is used in class, including fiction, poetry, social and cultural criticism, and journalism, among others.

CIVILIZATION COURSES

Major Themes in World History: Colonialism and Imperialism
V33.0031 Identical to V57.0031. Offered every two years. 4 points.
See description under History (57).

East Asian Art I: China, Korea, Japan
V33.0091 Identical to V43.0510. Offered every year. 4 points.
See description under Art History (43).

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

Cinema of Asia America:
Moving the Image
V33.0314 Identical to V18.0310. 4 points.
See description under Asian/Pacific/American Studies (18).

Belief and Social Life in China
V33.0351 Identical to V90.0351. 4 points.
See description under Religious Studies (90).

China and Taiwan
V33.0529 Identical to V57.0529. Karl. 4 points.
Examines 20th-century Taiwan and China, in their interrelationship and their divergent paths. It is not a diplomatic or international relations course. Rather, it takes up crucial issues in the history of each polity and society, in order to allow students to attain an understanding of the complexities of this contested region of the world. It is a seminar, with heavy reading requirements and expectations for student participation.

Mao and the Chinese Revolution
V33.0535 Identical to V57.0546. Offered every other year. Karl. 4 points.
Examines the mutual relationship between Mao Zedong and the Chinese Revolution. Its premise is that the revolution made Mao as much as Mao made the revolution. As such, the course investigates Mao’s thoughts and theories, not as products of Mao Zedong alone, but as products of the revolutionary situation in China and the world in the 20th century, and of the revolutionary collective that gathered around Mao prior to and throughout his leadership of the Chinese Communist Party.

Gender and Radicalism in Modern China
V33.0536 Identical to V57.0536, V97.0536. Karl. 4 points.
See description under History (57).

History of Modern Japan
V33.0537 Identical to V57.0537. Sult. 4 points.
See description under History (57).

The World of Goods in China, 1500-1900
V33.0538 Identical to V57.0538. Waley-Cohen. 4 points.
See description under History (57).

Seminar in Chinese History
V33.0552 Identical to V57.0552. 4 points.
See description under History (57).

Korean Modernism
V33.0610 4 points.
Considers the problem of colonial modernism through a close reading of literary and other cultural texts from early 20th-century Korea. Asks what it means to enter modernity under colonial rule by questioning the relationship among imperialism, writing, and subjectivity in particular. Through intensive reading of works from 1920s and 1930s Korea, students obtain an idea of the parameters of modern Korean literature and of the main issues involved in the discussion of modernity in Korea.

20th-Century Korean Literature in Translation
V33.0611 4 points.
Provides an overview of 20th-century Korean literature, tracing its development under the competing influences of tradition, history, and the West. Readings include drama, poetry, and fiction from modern and contemporary periods. Includes occasional lectures on classical forms of Korean literature and drama.

Japanese Cinema
V33.0613 Yoshimoto. Offered every year. 4 points.
Examines key theoretical and methodological issues in the study of Japanese cinema, such as the connections between Japanese films and cultural traditions, the effect of Americanization and modernization, the formation of national identity and specificity, and the “otherness” of Japanese cinematic form.

Japanese Cinema in the International Context
V33.0614 Yoshimoto. Offered every year. 4 points.
Studies Japanese cinema from a comparative perspective, examining the interactions between Japanese and non-Japanese film authors. Cross-cultural interactions, translations, and creative “misunderstandings” are analyzed by comparing films from a variety of national cinemas, historical periods, and genres. Some directors studied are Akira Kurosawa, Yasujirō Ozu, Tatsuki Kitano, Kenji Mizoguchi, Steven Spielberg, Quentin Tarantino, the Wachowski brothers, Hou Hsiao-hsien, and John Ford.
Aesthetics and Politics of Vision in Premodern Japan
V33.0615  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
V33.0616  Yoshimoto. Offered every other year. 4 points.
Focuses on Japanese cinema from 1989 to the present, or the so-called “new Japanese cinema.”
Major questions considered include why Japanese cinema has succeeded in reinventing itself after 20 years of hiatus; how the resurgence of genres such as yakuza movies and J-horror has contributed to the reinvention; who are some of the major players of the new cinema; what specific roles socioeconomic conditions have played in the radical transformation of Japanese cinema; and how globalization is fundamentally affecting the production, distribution, and consumption of films in Japan now. Students closely watch and analyze films by Takeshi Kitano, Takashi Miike, Kiyoshi Kurosawa, Shinji Aoyama, Shinya Tsukamoto, Hirokazu Kore-eda, Hideo Nakata, Takashi Shimizu, and other directors.

Mass Culture: Japan
V33.0707  Loose 4 points.
Looks at transformations in the basic terms and conditions of mass culture in Japan, largely from the early 20th century to life in Japan today. It includes considerations of differing theoretical positions on mass culture, everyday life, and modernity in Japan. Materials taken up in the course include examples from cinema, animation, literature, and theatre, as well as new media and the fine arts.
Although the focus is on Japan, a comparative perspective with the rest of Asia and with the West is retained throughout.

Japanese Animation and New Media
V33.0708  Loose 4 points.
Looks at the terms and conditions of Japanese animation (primarily, though not exclusively, anime) as, in many ways, a new and unique mode of expression. Examines the ways in which anime might, or might not, shift earlier modes of expression (both literary and animated): the prevalence of mythology in animation and the tension between mythology and ideology; the importance of genre; and the impact of “old” and “new” media on narrative structure and reception. Implications of these conditions for thinking about “Japanese” culture are also considered.

Anime
V33.0709  Yoshimoto. Offered every year. 4 points.
Introduces students to the rich world of Japanese animation or anime, its form and style, history, popular genres and themes, major authors, and fan culture. Explores the popularity of anime in relation to the cultural conditions of contemporary Japan and that of the world.

Topics in Japanese Literature
V33.0719  4 points.
Topics vary semester by semester.

Modern Japanese Literature in Translation II
V33.0721  4 points.
Examines texts by 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
V33.0722  Formerly Introduction to the Civilization of Imperial China. Roberts. Offered every year. 4 points.
Introduces undergraduate students to the thought of seven major philosophers, beginning with an intensive study of the Confucian Analects. Following this, we read the works of the followers of Confucius (Mo Tzu, Mencius, and Hsun Tzu) and their Daoist and Legalist adversaries (Lao Tzu, Chuang Tzu, and Han Fei Tzu). These thinkers from the pre-imperial period (c.a. 500 B.C.E. to the unification of China in 221 B.C.E.) form the foundation on which much of the subsequent culture rests. The course concludes with one dynastic history (selections from Sima Qian’s Shiji) and one historical novel (Three Kingdoms), both concerning the first imperial era, the Han. Brief response papers to each reading are required, in addition to exams and a longer paper.

Historical Epics of China and Japan
V33.0726  Identical to G33.1726.
Roberts. Offered every year. 4 points.
In-depth study of the major epics of China, Japan, and Vietnam—the historical-military and the social-romantic. The Chinese historical epic Three Kingdoms is read against the Japanese epic Tale of the Heike. Emphasis is placed on the political nature of the dynastic state form, the types of legitimacy and the forms of rebellion, the process of breakdown and reintegration of an imperial house, the empire as dynasty and as territory, and the range of characterological. In the second half of the course, the Chinese classic Dream of the Red Chamber is read against the Japanese Tale of Genji. In addition to the above-mentioned topics, attention is given to the role of women and marriage in a governing elite, the modalities of social criticism in a novel of manners. The Vietnamese national classic Tale of Kieu is used as an introduction to the course because it combines all of the key topics. Finally, we pay particular attention to the ways in which Buddhist, Daoist, and Confucian doctrines function in each work.
20th-Century Chinese Literature in Translation
V33.0731  Identical to V29.0731. Offered every year. 4 points. Explodes the changing trends of literary writing as it relates to the social and historical contexts of the period. Students study the literature to reflect on the culture and self-understanding of modern China.

Japan Through Its Literature
V33.0734  No knowledge of Japanese required. Roberts. Offered every year. 4 points. Introduces undergraduate students to approximately 10 major Japanese literary works, starting with the 11th-century Tale of Genji, which became a national classic. We go on to read the Zen diary Essays in Idleness, texts of Noh plays, the Chushingura, and plays of Chikamatsu. In the second half of the course, we read a series of modern novels starting with Ukigumo (Japan’s first modern novel), followed by The Broken Commandment, Sound of the Mountain, and The Waiting Years. Brief response papers to each reading are required, in addition to exams and a longer paper.

United States in Korea, 1945–Present
V33.0741  Offered in the spring. 4 points. This course 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
V33.0832  Identical to V90.0832. 4 points. See description under Religious Studies (90).

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

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

Independent Study
V33.0997,0998  Offered every semester. 2 or 4 points per term.
The Department of Economics prepares students to understand individual and group decision making, the structure of markets and economies, and the relationship between regions within the global economy. The faculty at New York University is particularly strong in economic theory, macroeconomics, international economics, and economic growth and development. Although the department is large, its students enjoy an excellent student-faculty rapport. Many of the faculty members are associated with distinguished research institutions. By being able to study with faculty who are actively engaged in research, students learn not only about the fundamentals of economic theory but also 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.

Faculty

Professor Emeritus:
Kirzner

Paulette Goddard Professor of Political Economy:
Benhabib

Henry and Lucy Moses Professor of Economics:
Gertler

Jay Gould Professor of Economics:
Nadiri

William R. Berkley Term Chair of Economics and Business:
Ludvigson

Silver Professors; Professors of Economics:
Gale, Ray

Professors:
Bisin, Caplin, Cogley, Denoon, Easterly, Eaton, Fernandez, Flinn, Frydman, Gately, Jovanovic, Leahy, Lizzeri, Nyarko, Ok, Ordover, Pearce, Persico, Ramsey, Rubinstein, Sargent, Schotter, Stacchetti, C. Wilson, Wolff

Associate Professors:
Lagos, Prager, Rizzo, Violante

Assistant Professors:
Allcott, Bonhomme, Frechette, Gemici, Graham, Jenish, Menzel,

Midrigan, Sadzik, Stoye, Thom, Wang, A. Wilson, Wiswall, Xu, Yue

Clinical Professors:
Harper, Kitsikopoulos, Lieberman, Storchmann

Clinical Associate Professors:
Bhiladwall, Paizis

Clinical Assistant Professor:
Thapar

Global Distinguished Professor:
Ljungqvist
Program

MAJOR

In order to allow students to select an approach to the study of economics that is more suitable to their personal aptitudes and interests, a major in economics can be taken in either of two concentrations, as described below.

If a student fails a course required for the major, the course must be retaken in the department; a course taken outside the University will not be allowed to substitute for a failed course. No course for the major may be taken as pass/fail.

A grade of C or better is required for a course to be counted toward the major in economics 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 disenrolled at the beginning of each semester. A grade of 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 4 or 5 is acceptable, it does not reduce the total number of courses required for the major or minor. AP credit in statistics is not acceptable for economics majors. AP credit does not apply to V31.0005.

Policy concentration: The policy concentration is intended for the student who is primarily interested in applying economic analysis to an understanding of economic problems and policies. The introductory and intermediate courses provide the student with a solid foundation of economic theory with an emphasis on economic applications. The elective courses allow students to focus on specific problems and topics that match their interests and career plans.

The policy concentration corresponds most closely to the economics major that is offered by the leading colleges and universities. Mathematics is used to build an understanding of economic theory. Although calculus is required, the focus is on graphical analysis, the intuition behind the theory, and applications. This concentration is particularly well suited for students planning careers in law, public policy, business, or any other field in which a thorough understanding of the economic way of thinking would be beneficial. However, students in the policy concentration can also pursue a Ph.D. in economics or finance if they supplement their course work with additional courses in mathematics.

At least 42 points (10 courses) are to be taken in the Department of Economics: six core courses (V31.0001, V31.0002, V31.0010, V31.0012, the 6-point V31.0018, and V31.0238), plus four electives. Of these four electives, at least two must be numbered V31.0300-0399.

A typical sequence of courses consists of the following: by sophomore year, V31.0001, V31.0002, and V31.0018; by junior year, V31.0010, V31.0012, and V31.0238; by senior year, four electives. Note: Statistics is to be taken as early as possible. Senior-level courses (500 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 (V63.0009), or its equivalent, is required for the principles classes (V31.0001 and V31.0002).

Students intending to major in economics must have a strong working knowledge of algebra and introductory calculus. Furthermore, a course in calculus (V63.0121) is required for the intermediate courses and statistics (V31.0010, V31.0012, and V31.0018). A grade of C or better is needed to pass both the economics and the mathematics requirements. Both Economic Principles I (V31.0001) and Economic Principles II (V31.0002) are required for intermediate macroeconomics (V31.0012).

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

At least 40 points (10 courses) are to be taken in the Department of Economics: V31.0005, V31.0006, V31.0020, V31.0011, V31.0013, and V31.0266, plus four economics electives. At least two of these electives must be courses numbered V31.0300-0399 and designated as theory classes.

Students are strongly advised to pay close attention to the prerequisites for each course, as they will be strictly enforced. Furthermore, students must complete V63.0121, V63.0122, and V63.0123. These calculus courses should be completed before or during the student's first year in the program. A 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, V31.0001, V31.0005, V31.0006, and V31.0020; by junior year, V31.0011, V31.0013, V31.0266, and one elective; by senior year, three electives.

Changing concentrations: Students with permission from the director of undergraduate studies may change from the policy concentration to the theory concentration, or vice versa; however, certain rules apply. In either case, no course may be taken for which the student does not have the appropriate prerequisites; this includes the mathematics prerequisites.

Transferring between concentrations after students have completed any of the intermediate courses is very difficult, more so in going from the policy to the theory concentration. Students who are unsure about which concentration to take should seek departmental advice before beginning their major. For those switching into the theory concentration from policy, V31.0001 or V31.0002 can be substituted for a 200-level elective.
For those switching from theory to policy, V31.0005 may substitute for V31.0002.

**JOINT MAJOR IN ECONOMICS AND MATHEMATICS**

A joint major is offered by the Departments of Economics and Mathematics. In the economics department, joint majors with mathematics may only take the theory sequence. Nine courses must be taken from each department.

The mathematics requirements are a total of nine courses. The six required courses are as follows: V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, and V63.0326. Three courses must be completed from V63.0224, V63.0233, V63.0234, V63.0235, V63.0262, V63.0240, V63.0363, V63.0245, V63.0264, V63.0248, V63.0250, V63.0252, V63.0270, V63.0282, V63.0343, V63.0344, or V63.0141.

The economics requirements are V31.0005, V31.0006, V31.0011, V31.0013, V31.0020, and V31.0266, plus any three economics elective courses, at least two of which must be theory electives numbered V31.0300-0399. One of these electives may be replaced by V22.0444.

Interested students should consult with the director of undergraduate studies in both departments for additional information.

**JOINT MAJOR IN ECONOMICS AND COMPUTER SCIENCE**

This is an interdisciplinary major offered by the Department of Computer Science with the Department of Economics. There are requirements in three departments, including the Department of Mathematics. A grade of C or better is required in all courses.

The mathematics requirements are V63.0120, V63.0121, V63.0122, and V63.0123.

The computer science requirements are V22.0101, V22.0102, V22.0201, V22.0202, and V22.0310, plus four computer science elective courses numbered V22.0400 or higher. One of these electives may be replaced by any one of the following: V63.0140, V31.0310, V31.0337, V31.0365, or V31.0375.

The economics requirements are V31.0005, V31.0006, V31.0011, V31.0013, V31.0020, and V31.0266, plus any three economics elective courses, at least two of which must be theory electives numbered V31.0300-0399. One of these electives may be replaced by V22.0444.

Interested students should consult with the director of undergraduate studies in both departments for additional information.

**MINOR**

Students may minor in economics in either concentration. A minor enables a student to acquire a useful understanding of economic concepts and analysis without the same degree of coverage as would be obtained in a major. A grade of C or better is required for a course to be counted toward the minor in economics. Note: If a student fails a course required for the minor, the course must be retaken in the department; a course taken outside the University will not normally be allowed to substitute for a failed course. No course for the minor may be taken as pass/fail.

**Policy minor:** At least 26 points (six courses) to be taken in the Department of Economics, including V31.0001, V31.0002, V31.0018, either V31.0010 or V31.0012, and two additional 4-point courses for which the student has the prerequisites.

**Theory minor:** At least 24 points (six courses) to be taken in the Department of Economics, including V31.0005, V31.0006, V31.0020, either V31.0011 or V31.0013, and any other two electives in the theory sequence for which the student has the prerequisites.

**HONORS PROGRAM**

Honors may be taken in either concentration. Students interested in going to graduate or professional schools are strongly urged to take honors.

A 3.65 overall GPA and a 3.65 average in economics courses are required. Students can choose to obtain honors or highest honors.

Students who wish to obtain honors register for a two-course sequence: Topics in Econometrics (V31.0380) or Introduction to Econometrics (V31.0266) must be completed by the fall of the senior year. Honors Seminar (V31.0404) is taken in the spring of the senior year.

Students who wish to obtain highest honors register for a three-course sequence usually beginning in the spring of their junior year: Topics in Econometrics (V31.0380) or Introduction to Econometrics (V31.0266), Honors Tutorial (V31.0410), and Honors Thesis (V31.0450).

Interested students should consult with the director of undergraduate studies. Honors students are required to take at least 46 points (11 courses) in the policy concentration or at least 44 points (11 courses) in the theory concentration. Because students will need to begin the process in the spring semester of their junior year, they must contact the economics advisors early in the fall semester of their junior year. Students are urged to seek information from the economics advisors to understand fully the distinction between the two programs.

Students who wish to take honors would take the following courses:

**HONORS**

**Honors in policy concentration:** six core courses (V31.0001, V31.0002, V31.0018, V31.0010, V31.0012, and V31.0238); Topics in Econometrics (V31.0380); three other electives (at least two of these must be 300-level electives); and Honors Seminar (V31.0404).

**Honors in theory concentration:** six core courses (V31.0005, V31.0006, V31.0020, V31.0011, V31.0013, and V31.0266); four electives (at least three of these must be 300-level electives); and Honors Seminar (V31.0404).

**HIGHEST HONORS**

**Highest honors in policy concentration:** six core courses (V31.0001, V31.0002, V31.0018, V31.0010, V31.0012, and V31.0238); Topics in Econometrics (V31.0380); two other electives (at least one of these must be a 300-level elective); and two honors courses Honors Tutorial (V31.0410) and Honors Thesis (V31.0450).
COURSES

Economics

Economic Principles I (P)
V31.0001  Prerequisite: V63.0009 or equivalent. Offered every semester. 4 points.
Focuses on the economy as a whole (the "macroeconomy"). Begins with the meaning and measurement of important macroeconomic data (on unemployment, inflation, and production), then turns to the behavior of the overall economy. Topics include long-run economic growth and the standard of living; the causes and consequences of economic booms and recessions; the banking system and the Federal Reserve; the stock and bond markets; and the role of government policy.

Economic Principles II (P)
V31.0002  Prerequisite: V63.0009 or equivalent. Offered every semester. 4 points.
Focuses on individual economic decision-makers—households, business firms, and government agencies—and how they are linked together. The emphasis is on decision making by households and firms and how these decisions shape our economic life. Explores the different environments in which businesses sell their products, hire workers, and raise funds to expand their operations; the economic effects of trade between nations; and the effects of various government policies, such as minimum-wage legislation, rent controls, antitrust laws, and more.

Mathematics for Economists (T)
V31.0006  Identical to C31.0006. Prerequisite: V31.0003. Corequisite: V63.0123. Open only to freshmen and sophomores. Offered in the spring. 4 points.
Specifically designed to provide the appropriate mathematical tools for study in the theory concentration. Examples and motivation are drawn from important topics in economics. Topics covered include elementary set theory and the abstract notion of a function; Cartesian products; convex sets and concave functions; differential calculus and partial derivatives; integration and the fundamental theorem of calculus; first- and second-order conditions for a maximum; implicit functions; and constrained optimization.

Statistics (P)
V31.0019  Identical to C22.0003. Prerequisite: a 4-point statistics course. Offered by the Stern School of Business, this course is open only to students who declare a major in economics after having taken a course in statistics for 4 points outside the department and who will not have had a thorough grounding in multiple regression. AP credit in statistics is not acceptable for the economics major. The outside course is acceptable to the Department of Economics if the material leading up to regression, the student must complete this course with a passing grade to satisfy the statistics requirement in the department. Offered in the spring. 2 points.
An introduction to the linear regression model, inference in regression analysis, multiple regression analysis, and an introduction to time series analysis.

Analytical Statistics (T)
Introduction to statistical reasoning. Topics covered include descriptive statistics, calculation of moments, probability theory, an
introduction to distribution theory, and an introduction to inference. Lab sessions enable the student to run a wide variety of computer experiments and to simulate all distributions that are discussed, as well as to experiment with a variety of statistical procedures.

SECOND-YEAR CORE COURSES

Intermediate Microeconomics (P)
V31.0010 Identical to C31.0010. Prerequisites: V31.0002 and V63.0121 (Calculus I). Offered every semester. 4 points.
Examines the manner in which producers, consumers, and resource owners acting through the market determine the prices and output of goods, the allocation of productive resources, and the functional distribution of incomes. The price system is seen as a network of interrelated decisions, with the market process serving to communicate information to decision makers.

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

Intermediate Macroeconomics: Business Cycles and Stabilization Policy (P)
V31.0012 Identical to C31.0012. Prerequisites: V31.0001, V31.0002, and V63.0121. Offered every semester. 4 points.
Study of aggregate economic analysis with special attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them.

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

International Economics (P)
V31.0238 Prerequisites: V31.0001 and V31.0002. 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 in V31.0324. The issues discussed include gains from trade and their distribution; analysis of protectionism; strategic trade barriers; the trade deficit; exchange rate determination; and government intervention in foreign exchange markets.

Introduction to Econometrics (T)
V31.0266 Identical to C31.0266. Prerequisites: V31.0006 and V31.0020. Offered in the fall. 4 points.
Application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. Acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation modes and the concept of identification is provided.

ELECTIVE COURSES: 200 LEVEL

Economic History of the United States (P, T)
V31.0205 Identical to C31.0205. Prerequisites: V31.0001 and V31.0002, or V31.0005. 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)
V31.0206 Formerly V31.0106. Prerequisite: V31.0001. Restriction: Not open to any student who has taken V31.0106. Offered every fall, spring, and summer. 4 points.
 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)
V31.0207 Identical to C31.0207. Prerequisite: V31.0002 or V31.0005. Offered in the spring. 4 points.
Study of the interface between ethical and economic theories. Specific topics covered include a brief overview of various ethical ideas, an analysis of the ethical presuppositions of modern economic theory (especially welfare economics), utilitarian ethics, the moral status of free exchange, the ethical implications of imperfect knowledge between bargaining parties, cost-benefit analysis and human rights, the economic content of the “general welfare,” and laissez-faire.
Urban Economics (P, T)  
V31.0227 Identical to C31.0227, V18.0751. Prerequisites: V31.0001 and V31.0002, or V31.0005. Offered in the fall. 4 points.  
The city as an economic organization. Urbanization trends, functional specialization, and the nature of growth within the city; organization of economic activity within the city and its outlying areas, the organization of the labor market, and problems of urban poverty; the urban public economy; housing and land-use problems; transportation problems; and special problems within the public sector.

Money and Banking (P, T)  
V31.0231 Prerequisites: V31.0001 and V31.0002, or V31.0005. Offered every semester. 4 points.  
Money supply; banking as an industry; banks as suppliers of money; the Federal Reserve System and monetary control; monetary theory; and contemporary monetary policy issues.

Poverty and Income Distribution (P, T)  
V31.0233 Identical to C31.0233. Prerequisite: V31.0002 or V31.0005. Offered in the fall. 4 points.  
Defines poverty and welfare. Analyzes who the poor are, why some people are rich and others poor, equality of opportunity, income and status, inequality, trends in the degree of inequality, government's role in income distribution, and international comparisons of inequality.

Gender and Choices (P, T)  
V31.0252 Identical to C31.0252, V18.0719. Prerequisite: V31.0002 or V31.0005. Offered in the spring. 4 points.  
Examines important economic influences on decisions women make concerning labor force participation and family. Theory of labor market behavior and discrimination, as well as public policy options.

Privatization (P)  
V31.0270 Prerequisites: V31.0001 and V31.0002. Offered every year. 4 points.  
Analyses 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 through the use of examples from industrial, transition, and less-developed economies.

Politics and Finance: Honors Seminar (P)  
V31.0296 Identical to V53.0396. Prerequisites: V31.0002, V31.0300, 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, V31.0018 is a prerequisite for policy electives, and V31.0266 is a prerequisite for theory electives.

Strategic Decision Theory (T)  
V31.0310 Identical to C31.0310. Prerequisite: V31.001. Offered in the spring. 4 points.  
Introduction to noncooperative game theory. Focuses on a rigorous development of the basic theory with economic applications such as competition among oligopolists, how standards are set, auction theory, and bargaining. The formal topics include games in strategic form, Bayesian games, and games in extensive form.

Industrial Organization (P)  
V31.0316 Identical to C31.0316. Prerequisite: V31.0010. Offered in the spring. 4 points.  
Analysis of the structure, conduct, and performance of firms and industries. Involves the development of a theoretical basis for evaluating performance. Analysis of competition as a state of affairs versus competition as a process. The effects of advertising, economic concentration, and innovation on prices and production. Overall survey of contemporary antitrust law and economics.

Market Structure and Performance (T)  
V31.0317 Identical to C31.0317. Prerequisite: V31.0011. Offered every other year. 4 points.  
Designed to familiarize students with a modern approach to industrial organization economics. The modern approach relies extensively on the use of game-theoretic tools to model strategic market behavior and the use of econometric methods for testing hypotheses regarding firm conduct and market performance. In particular, the course analyzes profit-maximizing business strategies of firms with market power, as well as strategic interactions among firms in various types of imperfectly competitive markets. The course addresses both static modes of competition as well as dynamic competition in research and development and product design. The course also examines the scope of effective public policies designed to improve market performance. Throughout the course, mathematical-based models are used to develop the relevant concepts and test the pertinent theories of firm behavior.
Risk and Fluctuations in Financial Markets (T)  
V31.0320 Prerequisites: V31.0011, V31.0013, and V31.0266. Offered every year. 4 points.  
The course 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)  
V31.0321 Identical to C31.0323.  
Prerequisites: V31.0010, and V31.0238, or V31.0011 and V31.0013. Offered every semester. 4 points.  
Studies the problem of economic underdevelopment, with special reference to the countries of Asia, Latin America, and Africa. The building blocks of economic theory are used to understand the historical experiences of these countries. Macroeconomic topics covered include economic growth, income distribution, and poverty, with particular emphasis on the concept of underdevelopment as a circular, self-reinforcing trap. Microeconomic topics include the study of particular markets that are especially relevant to developing countries: those for land, labor, and credit. Notions of market fragmentation, limited information, and incentive problems receive emphasis. Ends with international issues: trading patterns, capital flows, and global financial crises are studied from the viewpoint of developing countries.

Topics in the Global Economy (P)  
V31.0324 Identical to C31.0324.  
Prerequisites: V31.0012 and V31.0238. Offered every semester. 4 points.  
Covers special topics in the context of a global economy, including fiscal and monetary policy under alternative exchange rate regimes; international transmission mechanisms; barriers to capital mobility; international policy coordination; optimum currency areas, customs unions and free trade areas; multilateral trade; trade liberalization policies; and the role of the World Bank and IMF.

Economics of Energy and the Environment (P, T)  
V31.0326 Identical to C31.0326.  
Prerequisites: V31.0010 or V31.0011. 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)  
V31.0331 Prerequisites: V31.0011, or V31.0010 and V63.0123, or permission of the instructor. Offered every year. 4 points.  
This course is 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)  
V31.0335 Identical to C31.0335.  
Prerequisites: V31.0011. May not be taken for credit in addition to V31.0238. Offered every other year. 4 points.  
Examines theories of international trade, as well as related empirical evidence. Topics include the relationship between trade and economic growth, the theory of customs unions, international factor movements, trade between unequal partners, and trade under imperfect competition.

Ownership and Corporate Control in Advanced and Transition Economies (P, T)  
V31.0340 Identical to C31.0340.  
Prerequisites: V31.0010 or V31.0011. Offered in the fall. 4 points.  
Discusses the conceptual foundations and empirical evidence concerning the effects of private ownership on corporate performance. The corporate control mechanisms in the United States, Germany, Japan, and the emerging market economies of Eastern Europe and the former Soviet Union are reviewed. Particular attention is paid to the role of capital markets (takeovers and other shareholder control devices), banks and other financial institutions, and various corporate institutions (such as boards of directors and meetings of shareholders) in facilitating or hindering corporate control and the efficient allocation of resources.

Political Economy (T)  
V31.0345 Identical to C31.0345.  
Prerequisites: V31.0011. Offered in the spring. 4 points.  
Introduces the emerging field of formal political economy. The variety of ways in which economists and political scientists think about political science and the interplay of political science and economics are analyzed. The first part of the course focuses on the formal modeling of political behavior and political institutions; the theory of social choice (how groups of rational individuals make decisions) and collective action (how groups of rational individuals take action) are analyzed. The second part of the course discusses the connection between...
Politics and economics and investigates the effect of political variables on the determination of economic outcomes. Some questions that are answered: How can special groups of individuals enhance their well-being by political action? What is lobbying? What is the effect of contributions on political outcomes?

**Labor Economics (P, T)**

V31.0351 Identical to C31.0351. Prerequisite: V31.0010 or V31.0011. Offered in the fall and spring. 4 points.

Analyzes the functioning of the labor market in both theoretical and statistical terms. Examines the determinants of wage and employment levels in perfect and imperfect labor markets, including the concept of education and training as human capital. Models of labor market dynamics are also examined, including those of job search and matching. The role of public policy in the functioning of labor markets is highlighted throughout.

**Public Economics (P, T)**

V31.0353 Identical to C31.0353. Prerequisite: V31.0010 or V31.0011. Offered in the fall and spring. 4 points.

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

**Law, Economics, and Society (P)**

V31.0355 Formerly Economics of the Law (V31.0255). Prerequisite: V31.0010. Offered every year. 4 points.

Deals with classic topics in law and economics, as well as law and society. Topics include tort law, criminal law and racial profiling, the efficient allocation of property rights, and the possibility of order without law. The methodological approach is a game-theoretical one. Provides a fair amount of the required technical background; concepts introduced include dominant strategies, Nash Equilibrium, dynamic games, and backward induction.

**Experimental Economics (P, T)**

V31.0360 Identical to C31.0360. Prerequisite: V31.0010 or V31.0011. Offered in the spring. 4 points.

Experimental economics is predicated on the belief that economics, like other sciences, can be a laboratory science where economic theories are tested, rejected, and revised. This course reviews the methodology of doing such laboratory experiments and investigates the use of experiments in a wide variety of fields. These include competitive markets, auctions, public goods theory, labor economics, game theory, and individual choice theory. The course functions as a research seminar in which students present their work as it progresses during the semester. Students also get exposure to the experimental laboratory in the Department of Economics and the research performed there.

**Economics (T)**

V31.0363 Identical to C31.0363. Prerequisite: V31.0011 and V63.0123. Restriction: open to students from the Stern School of Business only if C15.0043 has not been taken. Offered every year. 4 points.

Provides 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)**

V31.0365 Identical to C31.0365. Prerequisite: V31.0011. Offered every other year. 4 points.

Designed to introduce students to some of the main model-building techniques that have been developed by microeconomists. Intended for advanced undergraduates who have taken the necessary preparatory courses in economics and mathematics. Three basic topics are covered. The first topic is the static theory of consumer behavior both in a certain world and in an uncertain world. The second topic is the theory of general equilibrium. The third topic is the theory of dynamic optimization. In addition to the coverage of the economics, the advanced mathematical techniques that are needed to understand the material are reviewed.

**Advanced Macroeconomics and Finance (T)**

V31.0367 Prerequisite: V31.0011, V31.0013, and V31.0020, or permission of the instructor. Offered every year. 4 points.

This course studies dynamic theories of equilibrium with optimizing agents who face risky returns and uncertain government policies that influence their decisions. We study inflations and hyperinflations; theories of pricing bonds and equity and how well they work empirically; Social Security reform; causes and cures of financial panics; theories of optimal monetary and fiscal policy; and search theory and other applications of dynamic programming.

**Financial Economics (P)**

V31.0368 Prerequisite: V31.0010 or V31.0011. Restriction: not open to students from the Stern School of Business. Offered every year. 4 points.

Provides theoretical and practical tools for understanding the operation of financial markets, the meaning of risk, and its relation to financial return. Also develops concepts of systematic versus idiosyncratic risk, market efficiency, the equilibrium determination of interest rates both in the overnight, interbank lending market and in the market for corporate debt, term and default premia in the bond market, and average excess stock returns in the equity market.

**Topics in Economic Theory (T)**

V31.0375 Identical to C31.0375. Prerequisite: V31.0011 and V31.0013. May not be taken for credit in addition to V31.0370. Offered every year. 4 points.

Explores issues in economic theory using the tools learned in macroeconomics and microeconomics. Focuses on a particular issue each term.
Topics in Econometrics (P)
V31.0380  Identical to C31.0380.  
Prerequisites: V31.0010, V31.0012, and V31.0018. Offered in the fall.  
4 points.
Examines a number of important areas of econometrics. The topics covered include identification and estimation of simultaneous equations models; model specification and testing; estimation of discrete choice models; and the analysis of duration models. In addition to covering the relevant theoretical issues, the course includes the application of these methods to economic data.

Honors and Independent Study

Honors Seminar: Introduction to Research in Economics
V31.0404  Open only to honors students with a minimum GPA of 3.65 both in economics and overall.  
4 points.
This seminar introduces students to economic research. Students are guided in choosing a research topic, researching the relevant literature, reading articles in professional journals, analytically summarizing the literature, and finally, in writing a paper containing independent research. They have the opportunity to learn how academic economists approach research questions, what they consider acceptable explanations for an economic phenomenon, and how they interact data with mathematical models to analyze alternative explanations. In brief, students learn “how economists think” and to adopt their methods for independent research.

Honors Tutorial (P, T)
V31.0410  Identical to C31.0410.  
Prerequisites: V31.0010, V31.0012, V31.0018, and V31.0380, or V31.0011, V31.0013, and V31.0266; permission of the instructor only. Offered only to students in the honors track. Offered in the fall.  
4 points.
The objective of the course is 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 writing the thesis in the Honors Thesis (V31.0450) 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)
V31.0450  Formerly V31.0400.  
Identical to C31.0450. Prerequisite: V31.0410. Open only to students in the honors track. Offered in the spring.  
4 points.
Students interested in pursuing Honors Thesis should meet with the director of undergraduate studies in the spring semester of their junior year.

Independent Study (P, T)
V31.0997,0998  Identical to C31.0997,0998. Prerequisites: V31.0010 and V31.0012 (or V31.0011 and V31.0013), and permission of the director of undergraduate studies. No more than a total of 8 points of independent study may be taken. Offered every semester.  
1 to 4 points.
The student engages in intensive independent study of an important economic topic under the direction of a departmental faculty member. The results of the study are embodied in a report of a type required by the instructor.
Beginning in fall 2010, the College’s dual-degree program in science and engineering with the Polytechnic Institute of NYU will offer 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 combination areas follow:

- 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 computer science/B.S. in mechanical 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 math 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 can typically 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 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 (V63.0121) in the first semester of college. Given the highly structured curricula, transfer into the program after the first year is very difficult. Students must maintain satisfactory performance and must complete the required courses in a timely fashion in order to remain in the program. Their records are reviewed yearly by a faculty committee.

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.

During Freshman Orientation, if they have not already done so, students select a major area for their remaining two years of study at New York University from the disciplines of biology, chemistry, computer science, mathematics, and physics. In their first year, students will have the opportunity to 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 Poly in the fourth year.

In the first three years of the program, students satisfy their MAP requirements and also take some of the Poly courses required for their choice of engineering major. 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 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 Poly, students complete the remaining technical courses required for their engineering major. Programs in engineering available to students in the NYU-Poly dual-degree program include chemical and biomolecular engineering, civil engineering, computer engineering, electrical engineering, and mechanical engineering.
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.

Faculty

Professors Emeriti: Greene, Harrier, Lind, Silverman
Erich Maria Remarque
Professors of Literature: Carruthers, Harper
Henry James Professor of English and American Letters; University Professor: Donoghue
Lewis and Loretta Glucksman Professor of American Letters: Doctorow
Samuel Rudin University Professor in the Humanities; Professor of English: Poovey
Silver Professors; Professors of English: Guillory, Young

University Professor; Professor of English: Stimpson
Tiro a Segno Professor of Italian American Studies; Professor of English: Hendin
Henry W. and Albert A. Berg Professor of English and American Literature: Siskin
Collegiate Professor; Professor of English and Drama: Chaudhuri


Associate Professors: Augst, Baker, Crain, Deer, Fleming, Goldsby, Harries, McDowell, McHenry, Momma, Patell, Sandhu, Shaw, Spear, Starr, Waterman
Assistant Professors: Garajawala, Parikh, Rust, Watson
Global Distinguished Professor: Rajan
Affiliated Faculty: Apter, Y. Feldman, Ronell
Program

OBJECTIVES
The department offers a full and varied curriculum in literary history, critical theory, dramatic literature, theatre history, and literary culture. Its courses enable students to immerse themselves in literary works that reflect the values and aspirations of our diverse cultural traditions.

Qualified majors may apply for admission to the honors program in English for an opportunity to do advanced independent work.

The department also offers a minor in English and American literature.

Students should consult the department’s Web site (english.fas.nyu.edu) at registration time for a list of courses that satisfy the requirements outlined below and for more detailed descriptions of the particular courses offered in a given term.

MAJOR IN ENGLISH AND AMERICAN LITERATURE
A minimum of ten 4-point courses, distributed as follows:

• Four required core courses. These are V41.0200, V41.0210, V41.0220, and V41.0230. V41.0200 should be the first course taken in the major; it may be taken concurrently with either V41.0210 or V41.0230. The department recommends that V41.0210 be taken before either V41.0220 or V41.0230.

• One course in critical theories and methods. The following courses may be used to fulfill this requirement: V41.0130, V41.0170, V41.0710, V41.0715, V41.0730, V41.0755, V41.0740, V41.0755, V41.0970.

• One course in British literature before 1800. The following courses may be used to fulfill this requirement: V41.0143, V41.0307-0310, V41.0320, V41.0400, V41.0410, V41.0411, V41.0415, V41.0440, V41.0445, V41.0450, V41.0500, V41.0505, V41.0510, V41.0512, V41.0515, V41.0717, V41.0950, V41.0951-0953, G41.1060, G41.1061.

• One seminar, usually taken in the senior year. Students must complete the four core courses to be eligible to enroll in seminars.

The remaining courses may be drawn from any combination of intermediate courses, advanced courses, or seminars.

MINOR
Minor in English and American literature: The requirements are V41.0200, plus at least three additional 4-point courses offered by the department.

HONORS PROGRAM
The requirements consist of a senior seminar (V41.0950, V41.0951, V41.0952, V41.0953, V41.0954, V41.0955, V41.0960, V41.0961, V41.0962, V41.0963, V41.0964, V41.0965, V41.0970, V41.0971, V41.0972, V41.0973, V41.0974, V41.0975, V41.0976); a senior thesis, written on a topic of the student’s choice in an individual tutorial course (V41.0925) and directed by a member of the Department of English faculty; and a yearlong colloquium for thesis writers (V41.0926) taken during the senior year.

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

RESTRICTIONS ON CREDIT
TOWARD THE MAJOR AND THE MINOR
Courses used to satisfy requirements for the English major or minor may not be used to satisfy the requirements for any other major or minor. Independent study courses and internships do not count toward any of the department’s major or minor programs. Transfer students must complete at least half of the required courses for the major and minor programs at the College. Students must receive a C+ or better in V41.0200 to proceed with the major.

STUDY ABROAD
The Department of English encourages its majors to take advantage of NYU’s many opportunities for study abroad. NYU in London offers courses that may be used to fulfill major requirements, as well as courses in British politics, creative writing, and the history of British art and architecture. A list of both V41 and non-V41 courses offered by the various NYU Study Abroad programs that may be counted toward specific requirements for the major can be found on the department’s Web site each term. English majors should consult a departmental adviser before making plans to study abroad.

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

STUDENT ORGANIZATION
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
V41.0070 Formerly V41.0170. Identical to V30.0301. Offered every year. 4 points.

The development of the film as a major art form and its relationship to other art forms. Particular attention to the language of cinema, the director and screenwriter as authors, and the problems of translating literature into film, with extensive discussion of the potentials and limitations of each art form. Milestone films are viewed and analyzed.

CORE COURSES FOR MAJORS AND MINORS

Offered every term. Required for English majors: V41.0200, V41.0210, V41.0220, and V41.0230. Required for English minors: V41.0200. Open to nonmajors who have fulfilled the College’s expository writing requirement.

Literary Interpretation
V41.0200 Prerequisite: V40.0100. Open to English majors and minors only. 4 points.

Conducted in a seminar format. Introduces students to the demands and pleasures of university-level investigation of English literature. Students develop the tools necessary for advanced criticism, including close-reading skills, knowledge of generic conventions, mastery of critical terminology, and skill at a variety of modes of analysis, from the formal to the historical. Also emphasizes the writing process, with the production of four to five formal papers.

British Literature I
V41.0210 Prerequisite or corequisite: V41.0200 or equivalent approved by the course instructor. 4 points.

Survey of English literature from its origins in the Anglo-Saxon epic through Milton. Close reading of representative works, with attention to the historical, intellectual, and social contexts of the period.

British Literature II
V41.0220 Prerequisite: V41.0210 or equivalent approved by the course instructor. 4 points.

Survey of English literature from the Restoration to the 20th century. Close reading of representative works with attention to the historical, intellectual, and social contexts of the period.

American Literature I
V41.0230 Prerequisite: V41.0200 or equivalent approved by the course instructor. 4 points.

A survey of American literature and literary history, from the early colonial period to the eve of the Civil War. The goal is to acquire a grasp of the expanding canon of American literature by reading both established, canonical masterpieces and texts traditionally considered marginal. Topics include the relation between history and cultural mythology, the rise of “literature” as a discipline unto itself, the meaning of American individualism, the mythology of American exceptionalism, the dialectic of freedom and slavery in American rhetoric, the American obsession with race, the ideology of domesticity and its link to the sentimental, and the nature of the “American Renaissance.”

American Literature II
V41.0235 Offered every year. 4 points.

Survey of American literature from the Civil War to the present. Close reading of representative works, with attention to the historical, intellectual, and social contexts of the period.

COURSES IN LITERATURE FOR MAJORS AND MINORS OPEN TO ALL UNDERGRADUATES

The following courses are open to all undergraduates who have fulfilled the College’s expository writing requirement.

The Middle Ages at the Movies
V41.0033 Identical to V55.0983, V30.0033. Offered every year. 4 points.

See description under Medieval and Renaissance Studies (65).

History of Drama and Theatre I and II
V41.0125,0126 Identical to V30.0110,0111. Either term may be taken alone for credit. 4 points per term.

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

Theory of Drama
V41.0130 Identical to V30.0130. Offered every year. 4 points.

Explores the relationship between two kinds of theories: theories of meaning and theories of performance. Among the theories of meaning to be studied are semiotics, deconstruction, feminism, psychoanalysis, new historicism, and postmodernism. Theories of practice include naturalism, Dadaism, futurism, epic theatre, theatre of cruelty, poor theatre, and environmental theatre. Theories are examined through theoretical essays and representative plays.

Drama in Performance in New York
V41.0132 Identical to V30.0300. Offered every year. 4 points.

Combines the study of drama as literary text with the study of theatre as its three-dimensional translation, both theoretically and practically. Drawing on the rich theatrical resources of New York City, students see approximately 12 plays, covering classical to contemporary and traditional to experimental theatre. On occasion, films
or videotapes of plays are used to supplement live performances. Readings include plays and essays in theory and criticism.

**Dante and His World**

V41.0143  *Identical to V65.0801*, V59.0160. 4 points.

See description under *Medieval and Renaissance Studies* (65).

**Writing New York**

V41.0180  *Identical to V18.0757*. Prerequisite: V55.04XX. Offered every year. 4 points.

An introduction to the history of New York through an exploration of fiction, poetry, plays, and films about the city, from Washington Irving’s *A History of New York* to Frank Miller’s graphic novel *The Dark Knight Returns*. Two lectures and one recitation section each week.

**Modernism and the City: London and New York**

V41.0181  Offered periodically. 4 points.

Explores the cultural dynamics of transatlantic modernism as seen through the lens of urban experience. Focusing on London and New York as centers of gravity for modernist culture, explores the reciprocal relationship between modernism and the city: How was modernism shaped by the urban experience, and how, in turn, did modernism help to mold our conception of the modern city? Examines the parallels and contrasts among a variety of forms, including literature, film, art, music, and architecture, stressing the uneven developments of the period, with special attention paid to the tension between highbrow and popular forms.

**African American Literary Cultures**

V41.0185  *Identical to V18.0770*. Prerequisite: V55.04XX. Offered every other year. 4 points.

Surveys African Americans’ engagement with literacy—as readers, writers, and purveyors of verbal-expressive materials—from the 18th century to the present. The focus is not simply on literary reflection of black 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**

V41.0240  Offered periodically. 4 points.

Study of theme and technique in the American short story through readings in Irving, Hawthorne, Poe, Melville, James, Hemingway, Faulkner, Porter, and others, including representative regional writers.

**16th-Century English Literature**

V41.0400  *Identical to V65.0400*. 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 Queen*, 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**

V41.0410,0411  *Identical to V30.0225,0226*. Either term may be taken alone for credit. Offered every year. 4 points per term.

Introduction to the reading of Shakespeare. Examines approximately 10 plays each term. The first term covers the early comedies, tragedies, and histories up to *Hamlet*. The second term covers the later tragedies, the problem plays, and the romances, concluding with *The Tempest*.

**English Drama to 1642**

V41.0420  Offered periodically. 4 points.

Reading of major non-Shakespearian 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**

V41.0440  *Identical to V65.0440*. Offered every other year. 4 points.

Introduction to the prose and poetry of the 17th century—an age of spiritual, scientific, and political crisis. Readings in Jonson, Donne, Bacon, Herbert, Marvell, Milton, Browne, and others.

**The 18th-Century English Novel**

V41.0510  Offered every other year. 4 points.

Study of the major 18th-century novelists, including Defoe, Richardson, Fielding, Sterne, and Burney.

**The English Novel in the 19th Century**

V41.0530  Offered every year. 4 points.

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

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

V41.0555  Offered every other year. 4 points.

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

**The British Novel in the 20th Century**

V41.0605  Offered every other year. 4 points.

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

**20th-Century British Literature**

V41.0606  Offered every other year. 4 points.

Poetry, fiction, and drama since World War I. Selected major texts by modernist, postcolonial, and postmodern writers.
American Fiction from 1900 to World War II
V41.0635 Offered every year. 4 points.
Close reading of fictional works by Dreiser, Anderson, Stein, Hemingway, Dos Passos, Fitzgerald, West, Wright, Hurston, Faulkner, and others. Studies the texts in light of traditional critical approaches and recent developments in literary theory. Some of the perspectives that enter into discussion of the texts are the cultural and aesthetic background, the writer's biography, and the articulation of distinctly American themes.

American Fiction After World War II
V41.0640 Offered every year. 4 points.
Examination of representative works by contemporary novelists. Authors generally include Barthelme, Bellow, Ellison, Gaddis, Hawkes, Mailer, Malamud, Morrison, Nabokov, Oates, Pynchon, Roth, Updike, and Walker.

Topics in Caribbean Literature and Society
V41.0704 Identical to V18.0780, V29.0132. 4 points.
See description under Comparative Literature (29).

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

Asian American Literature
V41.0716 Formerly V15.0301.
Identical to V18.0306, V29.0301. Offered every year. 4 points.
See description under Asian/Pacific/American Studies (18).

Arthurian Legend
V41.0717 Identical to V29.0825, V43.0813, V90.0800. 4 points.
See description under Medieval and Renaissance Studies (65).

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

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

Science Fiction
V41.0728 Offered periodically. 4 points.
Considers contemporary science fiction as literature, social commentary, prophecy, and a reflection of recent and possible future trends in technology and society. Writers considered include such authors as Isaac Asimov, J. G. Ballard, Octavia Butler, Arthur C. Clarke, Samuel Delany, Philip K. Dick, William Gibson, Robert Heinlein, Frank Herbert, Ursula K. Le Guin, Neal Stephenson, and Bruce Sterling.

The Theory of the Avant-Garde, East and West, 1890-1930
V41.0730 Identical to V29.0841, V91.0841. 4 points.
See description under Russian and Slavic Studies (91).

Queer Literature
V41.0749 Identical to V18.0482. 4 points.
See description under Gender and Sexuality Studies (18).

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

ADVANCED COURSES IN LITERATURE
The following courses have departmental prerequisites. Colloquia are restricted to majors only. Qualified nonmajors may enroll with the permission of the instructor.

18th- and 19th-Century African American Literature
V41.0250 Identical to V18.0783. Prerequisite: V41.0185 or V41.0230. Offered periodically. 4 points.
Survey of major autobiographies, fiction, and poetry from the early national period to the eve of the new Negro renaissance. Writers considered generally include Olaudah Equiano, Phillis Wheatley, Harriet Jacobs, William Wells Brown, Frederick Douglass, Frances E. W. Harper, and Harriet Wilson.

20th-Century African American Literature
V41.0251 Identical to V18.0784. Prerequisite: V41.0185 or V41.0230. Offered periodically. 4 points.
Survey of major texts—fiction, poetry, autobiography, and drama—from Du Bois’s The Souls of Black Folk (1903) to 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
V41.0254 Identical to V18.0786. Prerequisite: V41.0185 or V41.0230. Offered periodically. 4 points.
Focuses on major novels by African American writers from Richard Wright’s Native Son (1940) to the present. Readings generally include novels by Ralph Ellison, James Baldwin, and Chester Himes, as well as more recent fiction by Ernest Gaines, John Widerman, Alice Walker, Toni Morrison, and others.

Medieval Visionary Literature
V41.0309 Identical to V65.0321. Prerequisite: V41.0210. Offered periodically. 4 points.
Exploration of a variety of medieval dream visions. Beginning with the great prophetic visions of the Bible (Isaiah, Ezekiel, Daniel, and the Apocalypse), students then read a number of early visions of journeys to heaven and hell, versions of earthly paradise, and other visionary texts.

Medieval Literature in Translation
V41.0310 Identical to V65.0310. Prerequisite: V41.0210. Offered periodically. 4 points.
Introduction to the culture and literature of the medieval world through translations of diverse texts written in Latin, French, German, Italian, Icelandic, and other vernacular languages. Texts are selected according to the theme or focus chosen by the instructor.
Introduction to Old English Language and Literature
V41.0315 Prerequisite: V41.0210. 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
V41.0320 Identical to V65.0320. Prerequisite: V41.0210. Offered every year. 4 points.
Introduction to Geoffrey Chaucer’s major poetry, with particular attention to The Canterbury Tales. Chaucer’s language and versification are studied briefly but intensively so that students are able to read his 14th-century London dialect with comprehension and pleasure. Special critical attention is given to his narrative skills, methods of characterization, wide range of styles and forms, and other rhetorical strategies. Students are also encouraged to explore Chaucer’s artistry as a reflection of late medieval social and cultural history.

Colloquium: Shakespeare
V41.0415 Identical to V30.0230. V65.0415. Prerequisite: V41.0210 or V41.0125. Offered every year. 4 points.
Intensive reading of six to eight plays of Shakespeare chosen from among the comedies, tragedies, and histories, with attention to formal, historical, and performance questions.

Colloquium: The Renaissance Writer
V41.0445 Identical to V65.0445. Prerequisite: V41.0210. Offered periodically. 4 points.
Topic varies each term. Consult the department’s undergraduate Web site for further information.

Colloquium: Milton
V41.0450 Identical to V65.0450. Prerequisite: V41.0210. Offered every other year. 4 points.
Emphasis on the major poems—Paradise Lost, Paradise Regained, and Samson Agonistes—with some attention to the early poems and the prose. Traces the poet’s sense of vocation, analyzes the gradual development of the Miltonic style, and assesses Milton’s position in the history of English literature, politics, and theology.

Restoration and Early 18th-Century Literature
V41.0500 Prerequisite: V41.0210. Offered periodically. 4 points.
The poetry, prose, and drama from the Restoration of Charles II in 1660 to the death of Pope in 1744. Readings include texts by such writers as Haywood, Astell, Montague, Dryden, Defoe, Swift, Pope, Wycherley, Gay, Congreve, Behn, and Richardson.

Mid- and Late 18th-Century Literature
V41.0501 Prerequisite: V41.0210 or V41.0125. Offered periodically. 4 points.
Developement 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, Behn, and Sheridan.

Restoration and 18th-Century Drama
V41.0505 Identical to V30.0235. Prerequisite: V41.0210 or V41.0125. Offered periodically. 4 points.
Examinesthelarge varietyofwritings 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
V41.0550 Prerequisite: V41.0230. Offered every other year. 4 points.
A survey of 19th-century American verse. Considers both popular (that is, forgotten) and acknowledged major poets of the period, with an eye toward discerning the conventions that bind them to and separate them from one another.

American Romanticism
V41.0551 Prerequisite: V41.0230. Offered every other year. 4 points.
Readings in Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman. Lectures emphasize their varying attempts to reconcile “nature” with “civilization” and to grant expression to instinct, whim, and passion while preserving the traditions and institutions that hold society together. Various expressions of the nature/civilization conflict are considered:
frontier/city, America/Europe, heart/head, natural law/social law, organic forms/traditional genres, and literary nationalism/the republic of letters.

American Realism
V41.0560 Prerequisite: V41.0230. Offered every other year. 4 points.
In-depth study of the characteristic work of Mark Twain, William Dean Howells, Henry James, Emily Dickinson, Stephen Crane, Frank Norris, and Henry Adams. Emphasizes literary realism and naturalism as an aesthetic response to the changing psychological, social, and political conditions of 19th-century America.

Colloquium: 19th-Century American Writers
V41.0565 Prerequisite: V41.0230. Offered every other year. 4 points.
Topic varies each term. Consult the department’s undergraduate Web site for further information.

Modern British and American Poetry
V41.0600 Prerequisite: V41.0210, V41.0220, or V41.0230. Offered every other year. 4 points.
Readings from major modern American, British, and Irish poets from the middle of the 19th century to the 1920s—specifically, from Whitman’s Leaves of Grass (1855) to T. S. Eliot’s The Waste Land (1922). Poets considered generally include Whitman, Dickinson, Hardy, Hopkins, Yeats, Pound, Stevens, Frost, Williams, and Eliot.

Contemporary British and American Poetry
V41.0601 Prerequisite: V41.0210, V41.0220, or V41.0230. Offered every other year. 4 points.
Readings in modern American, British, and Irish poets from 1922 to the present. Poets considered generally include the middle and later T. S. Eliot, Hart Crane, W. H. Auden, William Empson, Dylan Thomas, Robert Lowell, Elizabeth Bishop, Charles Olson, John Ashbery, and others.

Contemporary British Literature and Culture
V41.0607 Prerequisite: V41.0220. Offered every other year. 4 points.
Studies in contemporary British fiction, exploring postwar British culture in an era of profound political and economic change and social upheaval. Examines a range of avant-garde, neorealist, 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
V41.0614 Identical to V30.0245. Prerequisite: V41.0220 or V41.0126. Offered every other year. 4 points.
Studies in the modern drama of England and Ireland, always focusing on a specific period, a specific group of playwrights, a specific dramatic movement of theatre, or a specific topic. Among playwrights covered at different times are Shaw, Synge, O’Casey, Behan, Osborne, Pinter, Stoppard, Bond, Friel, Storey, Hare, Adgar, Brenton, Gems, Churchill, and Daniels.

The Irish Renaissance
V41.0621 Identical to V38.0621. Prerequisite: V41.0220. Offered every other year. 4 points.
Seeks to understand the extraordinary achievements of Irish writers in the last decade of the 19th and the first third of the 20th century. Wide readings in different genres—poetry, polemic, short story, novel, drama—that were remade by Irish writers during the tumultuous period from the fall of Charles Stuart Parnell into the early years of national government of the 1930s. Authors read include Oscar Wilde, James Joyce, William Butler Yeats, George Bernard Shaw, Lady Augusta Gregory, John Synge, Sean O’Casey, Elizabeth Bowen, and Flann O’Brien. Also considers the social and historical contexts of Ireland under the Union with Britain and after that Union was partially broken. In attempting to refine the proper lens through which to view this literature, addresses a number of salient issues, including the nature and cultural forms of Irish cultural nationalism, the violence of civil war, the social position of literature and of intellectuals in projects of national reconciliation and national identity, and the clash between revolutionary anti-imperialism and conservative Roman Catholicism, between rural and urban identities, and between provincialism and cosmopolitanism as strategies for literary self-fashioning.

Irish American Literature
V41.0622 Identical to V58.0622. 4 points.
Examines Irish American literature from the 19th century to the present, considering the literary responses of generations of Irish immigrants as they strove to understand and contribute to the American experience. The works of writers such as F. Scott Fitzgerald, Eugene O’Neill, Flannery O’Connor, John O’Hara, and William Kennedy are explored, as are the connections between ethnic and literary cultures.

Colloquium: Joyce
V41.0625 Prerequisite: V41.0220. Offered every year. 4 points.
An in-depth consideration of the major works of James Joyce, from the early short stories of Dubliners to the late experimental prose/poetry of Finnegans Wake, concentrating on a detailed and systematic reading of Ulysses. The biographical and social/historical contexts of Joyce’s work are investigated alongside consideration of his pathbreaking formal experiments and his relations with the many currents of literary and artistic modernism. Discussion of Ulysses is complemented by consideration of the many forms of literary and critical theory that have been fashioned around readings of the book.

Colloquium: The Modern American Writer
V41.0626 Prerequisite: V41.0230. Offered every other year. 4 points.
Topic varies each term. Consult the department’s undergraduate Web site for further information.

American Poetry from 1900 to the Present
V41.0630 Prerequisite: V41.0230 or V41.0350. Offered every other year. 4 points.
Survey of the development of 20th-century American poetry.
Modern American Drama
V41.0650  Identical to V30.0250.  
Prerequisite: V41.0125, V41.0126, or V41.0230.  Offered every other year. 4 points.

Study of the drama and theatre of America since 1900, including Eugene O’Neill, Susan Glaspell, the Group Theatre, Thornton Wilder, Tennessee Williams, Arthur Miller, Edward Albee, Sam Shepard, David Mamet, Maria Irene Fornes, and David Henry Hwang.

Irish Dramatists
V41.0700  Identical to V58.0700, H28.0603, V30.0700.  4 points.

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

Colloquium: The Postcolonial Writer
V41.0708  Prerequisite: V41.0200. Offered every other year. 4 points.

Focuses on the works of a single author from the field of postcolonial literature. Some of the most important and interesting Anglophone writers of recent times belong to Britain’s former colonies in Africa, South Asia, or the Caribbean, whether living in the countries of their origin or in the West. The postcolonial literary canon includes writers who have won international recognition, marked by awards like the Nobel Prize for Literature (Wole Soyinka, V. S. Naipaul, Derek Walcott) or the Man Booker Prize in Britain (Salman Rushdie, Arundhati Roy, Kiran Desai). They are admired for their often innovative use of the English language, their oppositional politics, and their historical centrality.

Narratology
V41.0710  Prerequisite: V41.0200. Offered every other year. 4 points.

Examines the nature of discourse, with focus on the novel and special emphasis on contemporary critical theory (e.g., semiotics, deconstruction) and the status of nonliterary prose discourse (usually Freud) as narrative in its own right. Readings survey the history of English and American fiction and critically examine the notion of literary history.

Major Texts in Critical Theory
V41.0712  Prerequisite: V41.0200. Offered every year. 4 points.

Major texts in critical theory from Plato to Derrida, considered in relation to literary practice. The first half of the course focuses on four major types of critical theory: mimetic, ethical, expressive, and formalist. The second half turns to 20th-century critical schools, such as Russian and American formalism, archetypal criticism, structuralism, psychoanalytic criticism, feminism, reader theory, deconstruction, and historicism.

Literature and Psychology
V41.0715  Prerequisite: V41.0200. Offered periodically. 4 points.

Freudian and post-Freudian psychological approaches to the reading and analysis of literary works. Covers manifest and latent meaning, the unconscious, childhood as a source of subject matter, sublimation, and gender and sexuality. Readings are chosen from such writers as Emily Brontë, Mary Shelley, Hawthorne, Dostoevsky, Dickens, Melville, James, Woolf, and Faulkner.

South Asian Literature in English
V41.0721  Prerequisite: V41.0220. Offered every other year. 4 points.

Explores the rich cross-cultural perspectives of 20th-century Indian English literature. Moving from the classic British writers about India (Kipling and Forster) to the contemporary voices of Salman Rushdie, R. K. Narayan, Anita Desai, Bapsi Sidhwa, Sarah Suleri, Vikram Seth, Bharati Mukherjee, and others, the course focuses on key experiences of empire, the partition of India and Pakistan, and diaspora. Themes of identity, memory, alienation, assimilation, and resistance, and of encountering and crossing boundaries, define culture, nation, and language in complex interrelations and link Indian English literature to writing in other colonial/postcolonial settings in Asia, Africa, and Latin America.

Readings in Contemporary Literary Theory
V41.0735  Prerequisite: V41.0200. Offered every year. 4 points.

Topics vary from term to term.

Representations of Women
V41.0755  Identical to V18.0734. Prerequisite: V41.0200. Offered every other year. 4 points.

Selected readings in British and American poetry and fiction provide the focus for an exploration of representations of gender as they intersect class, race, nation, and sexuality. Readings may include the work of Jane Austen, the Brontës, George Eliot, Elizabeth Barrett Browning, Virginia Woolf, Edith Wharton, Emily Dickinson, Kate Chopin, Willa Cather, Gertrude Stein, Lillian Hellman, Doris Lessing, Sylvia Plath, Adrienne Rich, and others.

SEMINARS

All majors must take one of the following courses to fulfill the seminar requirement.

These courses offer research, criticism, and class discussion in a seminar format. Topics and instructors vary from term to term. Students should consult the department’s online listing of courses to determine which courses and what topics are being offered each term. Prerequisites: V41.0200, V41.0210, V41.0220, and V41.0230, or permission of the instructor.

Topics: Medieval Literature
V41.0950  Identical to V65.0953. 4 points.

Topics: Renaissance Literature
V41.0951  Identical to V65.0954. 4 points.

Topics: 17th-Century British Literature
V41.0952  Identical to V65.0955. 4 points.
Topics: 18th-Century British Literature  
V41.0953 4 points.

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

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

Topics: Early American Literature  
V41.0960 4 points.

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

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

Topics: African American Literature  
V41.0963 4 points.

Topics: Emergent American Literatures  
V41.0964 4 points.

Topics: Transatlantic Literature  
V41.0965 4 points.

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

Topics: Dramatic Literature  
V41.0971 4 points.

Topics: Genre Studies  
V41.0972 4 points.

Topics: Interdisciplinary Study  
V41.0973 4 points.

Topics: Poetry and Poetics  
V41.0974 4 points.

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

Topics: New York Literature and Culture  
V41.0976 4 points.

**HONORS COURSES**

**Junior Honors Seminar**  
V41.0905,0906 Prerequisite: admission to the department's honors program. One seminar is required for honors majors. 4 points. Research, criticism, and class discussion in a seminar format. The subject—the works of a major writer or writers, or a critical issue—varies each term at the instructor's choice. A final paper of about 20 pages prepares the student for the senior thesis.

**Senior Honors Thesis**  
V41.0925 Prerequisites: successful completion of 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 (V41.0926). Students should consult the director of the honors program about the selection of a topic and a thesis director. Information about the length, format, and due date of the thesis is available on the department's Web site.

**Senior Honors Colloquium**  
V41.0926 Prerequisites: successful completion of either V41.0905 or 0906, and permission of the director of undergraduate studies. 2 or 4 points. Two terms required of all honors seniors. Meets approximately eight times each term.

**INDEPENDENT STUDY**

**Independent Study**  
V41.0997,0998 Prerequisite: permission of the director of undergraduate studies. May not duplicate the content of a regularly offered course. Intended for qualified junior and senior English majors or minors, but may not be used to fulfill the minimum requirements of either the major or the minor. 2 or 4 points per term. Requires a paper of considerable length that should embody the result of a semester's reading, thinking, and frequent conferences with the student's director. The paper should show the student's ability to investigate, collect, and evaluate material, finally drawing conclusions that are discussed in a sound and well-written argument. Proposals, approved by the student's faculty director, must be submitted to the director of undergraduate studies in advance of the registration period for the term in which the independent study is to be conducted.

**GRADUATE COURSES OPEN TO UNDERGRADUATE ENGLISH MAJORS**

Junior and senior English majors may take 1000-level G41 courses in the Graduate School of Arts and Science with permission from the director of undergraduate studies. Consult the department's graduate Web site for descriptions of 1000-level courses being offered in a given term.
The Program in Environmental Studies aims to provide students with the breadth of understanding and skills necessary for resolving environmental questions and creating a sustainable future on scales ranging from local to global. It does so through integrated, problem-oriented study and a broad range of courses across disciplines and schools. The program draws 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.
Students can choose one of two tracks: environmental science or environmental values and society.

ENVIRONMENTAL SCIENCE TRACK

To complete a major in environmental studies in the environmental science track, students must satisfy the following requirements:

1. Receive a C or better in the following four core courses:
   - Environmental Systems Science (V36.0100)
   - Environment and Society (V36.0101)
   - Internship in Environmental Studies (V36.0800)
   - Environmental Studies Capstone Seminar (V36.0900)

2. Complete the requirements for the environmental science track. To complete this track, students must satisfy the following three requirements:
   - Receive a C or better in three electives on the environmental science distribution list (see below). Only one of these can be at the 200 level.
   - Receive a C or better in one elective on the environmental values and society distribution list (see below)
   - Satisfy the requirements for a minor in one of the following subjects: biology (environmental biology, genetics, molecular and cell biology, or genomics and bioinformatics), chemistry, physics, mathematics, 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, neural science, psychology, or biochemistry will also count as fulfilling this requirement.

Environmental Science Distribution List

Please note that courses are not necessarily offered every year.

UNDERGRADUATE COURSES

Earth System Science (Environmental Studies) V36.0200 4 points.

Evolution of the Earth (Environmental Studies; cross-listed in Biology as V23.0002) V36.0210 4 points.

Climate Change (Environmental Studies) V36.0226 4 points.

Field Geology (Environmental Studies) V36.0320 4 points.

Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution (Environmental Studies; cross-listed in Biology as V23.0332) V36.0332 4 points.

Limits of the Earth: Issues in Human Ecology (Environmental Studies) V36.0333 4 points.

Energy and the Environment (Environmental Studies) V36.0350 4 points.

Earth Atmosphere and Ocean: Fluid Dynamics and Climate (Environmental Studies; cross-listed in Mathematics as V63.0228) V36.0360 4 points.

Biogeochemistry of Global Change (Environmental Studies; cross-listed in Biology as V23.0066) V36.0370 4 points.

At the Bench: Ecological Analysis with Geographic Information Systems (Environmental Studies; cross-listed in Biology as V23.0064) V36.0372 4 points.

Special Topics in Geophysical Fluid Dynamics (Environmental Studies; cross-listed in Physics as V85.0800) V36.0380 4 points.

Field Laboratory in Ecology (Biology) V23.0016 4 points.

Introduction to Ecology (Biology) V23.0063 4 points.

Introduction to Global Public Health (Steinhardt) E33.1310 3 points.

GRADUATE COURSES

Environmental Health (Environmental Health Science) G48.1004 4 points.

Ecotoxicology: Hudson River Case Study (Environmental Health Science; cross-listed in Biology as G23.1005) G48.1005 4 points.

Toxicology (Environmental Health Science; cross-listed in Biology as G23.1006) G48.1006 4 points.

Weather, Air Pollution, and Health (Environmental Health Science) G48.1010 4 points.

Aerosol Science (Environmental Health Science) G48.2033 4 points.

Radiological Health (Environmental Health Science) G48.2301 4 points.

Global Issues in Environmental Health (Bioethics; cross-listed in Environmental Health Science as G48.1011) G84.1011 4 points.

Global Environmental Health (Wagner) U10.2153 4 points.

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:
   - Environmental Systems Science (V36.0100)
   - Environment and Society (V36.0101)
   - Internship in Environmental Studies (V36.0800)
2. Complete the requirements for environmental values and society track. To complete this track, students must satisfy the following three requirements:

- Receive a C or better in three electives on the environmental values and society distribution list (see below)
- Receive a C or better in one elective on the environmental science distribution list (see 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 Values and Society Distribution List
Please note that courses are not necessarily offered every year.

UNDERGRADUATE COURSES

Ethics and the Environment (Environmental Studies; cross-listed in Philosophy as V83.0053)
V36.0400 4 points.

Environmental History of the Early Modern World
(Environmntal Studies; cross-listed in History as V57.0115)
V36.0415 4 points.

History of Ecology and Environmentalism
(Environmntal Studies)
V36.0425 4 points.

Education and the Environment
(Environmntal Studies)
V36.0430 4 points.

Food, Animals, and the Environment (Environmental Studies)
V36.0440 4 points.

Topics in Environmental Values and Society: Thinking Globally, Acting Locally (Environmental Studies)
V36.0450 4 points.

Topics in Environmental Values and Society: Climate and Society (Environmental Studies)
V36.0450 4 points.

Variable Topics: Animals and Society (Environmental Studies; cross-listed in Sociology as V93.0970)
V36.0450 4 points.

Topics in Environmental Values and Society: Environment and Environmental Policies in Central and Eastern Europe
(Environmntal Studies; taught at NYU in Prague)
V36.9430 4 points.

Topics in Environmental Values and Society: Chinese Environmental Governance
(Environmntal Studies; taught at NYU in Shanghai)
V36.9450 4 points.

Topics in Environmental Values and Society: The City and the Environment of Modern China
(Environmntal Studies; cross-listed in East Asian Studies at V33.9095; taught at NYU in Shanghai)
V36.9450 4 points.

Business and the Environment
(Stern)
C30.0225 4 points.

Interdisciplinary Projects:
Environmental Art Activism
(Steinhardt)
E90.1022 3 points.

Environmental Art Activism
(Steinhardt)
E90.1983 3 points.

Honors Seminar: Performing Beyond the Human: Ecology, Animal Rites, Theater
(Tisch)
H28.0801 4 points.

Topics in Performance Studies:
Animal Rites
(Tisch; cross-listed in Dramatic Literature as V30.0301)
H28.0650 4 points.

Green World
(Tisch)
H48.1057 4 points.

Disease and Civilization
(Gallatin)
K20.1059 4 points.

The Darwinian Revolution
(Gallatin)
K20.1156 4 points.

A Sense of Place
(Gallatin)
K20.1181 4 points.

Ecology and Environmental Thought
(Gallatin)
K20.1298 4 points.

Rethinking Science
(Gallatin)
K20.1328 4 points.

History of Environmental Science
(Gallatin)
K20.1566 4 points.

Energy
(Gallatin)
K20.1577 4 points.

Nature, Resource and the Human Condition: Perspectives on Environmental History
(Gallatin)
K20.1602 4 points.

The Urban Environment: Design, Planning, and Public Services
(Gallatin)
K40.1620 4 points.

Green Design and Planning
(Gallatin)
K40.1623 4 points.

Advanced Architectural Drawing and Design
(Gallatin)
K40.1624 4 points.

Calling All Consumers: Consumption in America
(Social and Cultural Analysis)
V18.0380 4 points.

Introduction to Metropolitan Studies
(Social and Cultural Analysis)
V18.0601 4 points.

150 • ENVIRONMENTAL STUDIES
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institution</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Cities in a Global Context (Social and Cultural Analysis)</td>
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<tr>
<td>Urban Environmentalism (Social and Cultural Analysis)</td>
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<td>Economics of Energy (Economics)</td>
<td>V31.0326</td>
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<td>Environmental Design: Issues and Methods (Art History)</td>
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<td>Urban Environmentalism (Social and Cultural Analysis)</td>
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<td>Advanced Introduction to Environmental Ethics (Bioethics)</td>
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<td>Topics in Bioethics: Ethical Issues in Public Health and Environmental Policy (Bioethics)</td>
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<td>History of Environmental Art, Architecture/Design (Gallatin)</td>
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<td>Urban Planning, Development, and Decision Making (Wagner)</td>
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<td>Land Use Law: Planning Perspective (Wagner)</td>
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<td>Environmental Law (Wagner)</td>
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<td>Ecoleadership: The Public Role of the Private Sector in Building Sustainable Societies (Wagner)</td>
<td>P11.2234</td>
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<td>Urbanization in Developing Countries (Wagner)</td>
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<td>Environmental Policy and Sustainable Development (Wagner)</td>
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<td>Current Issues in Environmental Policy (Wagner)</td>
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<td>Adapting the Physical City (Wagner)</td>
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<td>Sustainable Cities in a Comparative Perspective (Wagner)</td>
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<td>Decentralized Development Planning (Wagner)</td>
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<td>Water Sourcing and Delivery in an Era of Climate Change (Wagner)</td>
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</tbody>
</table>

**HONORS**

Students who receive a GPA over 3.65 in the major and overall and complete the Honors Seminar will graduate with departmental honors.

**MINOR**

To complete a minor in Environmental Studies, a student must receive a C or better in five courses: Environmental Systems Science (V36.0100), Environment and Society (V36.0101), and three electives chosen from the distribution list.
Courses

CORE COURSES

Environmental Systems Science
V36.0100 Killilea, Volk. Offered in the fall. 4 points.
A comprehensive survey of critical issues in environmental systems science, focusing on human population; the global chemical cycles; ecosystems and biodiversity; endangered species and wildlife; nature preserves; energy flows in nature; agriculture and the environment; energy systems from fossil fuels to renewable forms; earth’s waters; earth’s atmosphere; carbon dioxide and global warming; urban environments; wastes; and paths to a sustainable future.

Environment and Society
V36.0101 Jerolmack, Rademacher. Offered in the spring. 4 points.
A systematic survey of central concepts and issues relating to environment and society, including environmental history and concepts of nature and the environment; the rise of environmentalism; environmental skepticism; anthropogenic global change; population and consumption, ecological footprint analysis, and other environmental indicators; environmental justice; public goods and collective action problems; regulatory regimes; environmental politics; environmental movements; environmental values; environmental protest and disobedience; and the future of environmentalism.

Internship in Environmental Studies
V36.0800 Schlottmann. Offered every semester. 4 points.
The internship, which is normally completed during the junior year, prepares students for their professional lives by providing them with experience in environment-related organizations such as nonprofits, research institutes, and governmental organizations. At the beginning of the internship, students and the internship 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
V36.0900 Offered every semester. 4 points.
A problem-based, project-oriented, required course for senior environmental studies majors. Students work collaboratively on a current environmental problem. Tasks include characterizing the problem, analyzing possible solutions, and publicly presenting the results. Sample topics include Air Pollution and Biofuels in New York City, Greening NYU, Greening New York City’s Transportation, and Greening the Gowanus Canal.

Honors Seminar in Environmental Studies
V36.0950 Prerequisites: V36.0101, V36.0100, V36.0800, senior standing, and a GPA over 3.65 in ES courses and overall. Rademacher. Offered in the spring. 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 Senior Capstone Seminar.

ELECTIVES

Evolution of the Earth
V36.0210 Identical to V23.0002. Rampino. Offered in the fall. 4 points.
Covers the geological and biological history of the earth, including the cosmic context of earth history, the large-scale structure of the universe, the history of the universe, the origins of stars and planets, and the Goldilocks problem, or why the earth is habitable. Major topics include the origin of the earth, highlights in the development of the planet, the geological history of the earth, and the record of the earth’s climate over various time scales. Also covers the history of life on the earth; the origin of life; evolution and natural selection; the evolution of life from simple forms to complex organisms; and the origin of intelligence on the earth and possibly elsewhere in the universe. The principles and methods by which we reconstruct earth history and the evolution of life are stressed.

Climate Change
V36.0226 Suter. Offered in the spring. 4 points.
Equips students with the basic scientific and historical background needed to understand the causes and consequences of global warming and the proposed solutions. Topics include the nature of energy and fossil fuels; the growth of population and energy consumption per capita; weather and climate; ice ages and their astronomical cause; the greenhouse effect; evidence for abrupt climate changes in the past and their human impact; modeling and prediction of climate change; and the environmental and social consequences of unchecked global warming. Explores a range of proposed solutions, their potential capacities and limitations, and their costs and benefits. These solutions include renewable energy technologies, increased efficiency of energy use, storage and transport, carbon regulation, nuclear energy, and “advanced” technologies. Critically reviews the scientific and public debates on global warming.

Earth System Science
V36.0200 Rampino. Offered in the spring. 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.
Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution V36.0332  Identical to V23.0332. Prerequisites: V36.0200 or V36.0210, and permission of the instructor. Rampino. Offered in the spring. 4 points. Scientific discovery is an ongoing process, and important new findings relevant to earth system science 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 V36.0333  Prerequisite: V36.0100. 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.

The Global Carbon Cycle V36.0345  Prerequisite: V36.0100. 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 to the present and future trends of the global economy. This is an inquiry-based course. Students work on a number of projects, both computational and descriptive.

Energy Generation and Environmental Impact V36.0350  Prerequisite: V36.0100. Roggi, Swar. Offered in the spring. 4 points. Provides a comprehensive overview of major topics in energy generation and their impact on our environment. The course is technical and requires an understanding of the vocabulary of energy, including the concepts of work, energy, and power. Some basic chemistry and thermodynamics are introduced, permitting 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.

Earth’s Atmosphere and Ocean: Fundamental Dynamics and Climate V36.0360  Identical to V63.0228.001. Prerequisite: V63.0121 or equivalent with a B- or higher. Recommended: V85.0011. 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 V36.0370  Identical to V23.0066. Prerequisite: V36.0100, or Principles of Biology I (V23.0011 or V23.0013 [Honors] or V23.9011 [London]) and Principles of Biology II (V23.0012 or V23.0014 [Honors] or V23.9012 [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, etc.) from the field of biogeochemistry.

At the Bench: Ecological Analysis with Geographical Information Systems V36.0372  Identical to V23.0064. Prerequisite: V36.0100, or Principles of Biology I (V23.0011 or V23.0013 [Honors] or V23.9011 [London]) and Principles of Biology II (V23.0012 or V23.0014 [Honors] or V23.9012 [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 V36.0400  Identical to V83.0053. Jamieson, Sachs. Offered in the fall. 4 points. Environmental philosophy is a large subject that involves questions in metaphysics, the philosophy of science, and the history of philosophy, as well as in such normative areas as ethics, aesthetics, and political philosophy. This 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
V36.0410 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 resources (e.g., oil and minerals). The course format consists of lectures, discussions, and group projects.

Environmental History of the Early Modern World
V36.0415 Identical to V57.0115.
Approb. 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.

History of Ecology and Environmentalism
V36.0425 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 H. G. Wells, John Muir, Jan Smuts, and Arne Naess.

Education and the Environment
V36.0430 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 tensions, as well as to understand environmental values as they relate to education.

Food, Animals, and the Environment
V36.0440 4 points.
Students study human interaction with both food and animals and 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
V36.0450 Prerequisite: V36.0101 or permission of the instructor. Anker, Damon, Rademacher, Sachs, Schlottmann. Every semester. 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.

Journalism and Society: Covering the Earth (Journalism)
V36.0503 Identical to V54.0503.004. 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.
The Center for European and Mediterranean Studies offers an interdisciplinary major and minor in European and Mediterranean studies focusing on contemporary patterns of politics, culture, and society, as well as on historical developments in Europe. Both the major and minor are designed for students seeking preprofessional training for careers in international business and finance, diplomacy, international law, and cultural organizations dealing with Europe. Although open to all students, the minor is especially suited to majors in European languages, history, or the social sciences. The Center also offers a full program of colloquia and workshops dealing with both Western and Eastern Europe, some open to undergraduate majors and minors.

Faculty

2010-2012 Max Weber Chair for German and European Studies: TBA

Professors: Fleming (History), Schain (Politics), Wolff (History)

Associate Professor: Shaw (European and Mediterranean Studies/Philosophy)

Assistant Professors/Faculty Fellows: Maier (European and Mediterranean Studies), Santarelli (European and Mediterranean Studies)

Program

MAJOR
With the help of the European and Mediterranean Studies adviser, students prepare a preliminary program outline at the time they declare their major. Although there are no formal tracks, courses are normally organized around the interests of a student in one of two ways: an emphasis on contemporary European and Mediterranean societies—their problems and policies; or an emphasis on contemporary European and Mediterranean cultures—their ideas, values, and artistic and literary trends. The program enables students to organize their courses around a practical or theoretical problem in contemporary European society or culture that is applicable to one or several countries. A typical problem might include such subjects as the changing impact of politics on culture and social cleavages; changing patterns of religious expression in Europe; literary expression and changing society in Europe; the European approach to urban problems; migration and ethnicity in Europe; equality and inequality in Europe; and democratic transition in Europe. The problem, for which the tools of several academic disciplines should be applicable, will be the basis for the major research project.

Majors in European and Mediterranean studies must have or attain advanced-level knowledge of a major European language other than English (such as French, Spanish, Portuguese, Italian, German, Greek, or Russian). In order to prove this knowledge, students must successfully complete an advanced-level language course. The alternative to this is to pass the College of Arts and Science (CAS) proficiency exam prior to graduation. Ten courses beyond the introductory level that deal with Europe and the Mediterranean are required: two in history; two in literature (preferably in the language of specialization); two in the social sciences; two in philosophy, art history, or cinema studies; one senior honors seminar in European studies; and one independent study during the final semester, through which a grade is earned for the senior thesis. A sequence of courses might begin with two advanced history courses and two literature courses in the sophomore and/or junior years, followed by two social science and two philosophy, art history, and/or cinema studies courses. The interdisciplinary senior honors seminar should be taken during the first semester of the senior year. Majors are also required to complete at least one semester of study abroad. Students may petition the director of the center for exemption from this requirement.
MINOR
All students minoring in European and Mediterranean studies must demonstrate proficiency in at least one European language above the intermediate level (such as French, German, Italian, Portuguese, Spanish, or Greek). They must also fulfill the following course requirements: one course in modern European history; one course in European politics, anthropology, or economics (V53.0150, V14.0111, or V31.0224); and three additional courses in at least two of the following areas: modern European history; politics; anthropology; sociology; economics; Hebrew and Judaic studies; Hellenic studies; and Italian, French, German, or Spanish civilization. No more than two of these courses may focus on any one specific country. All course programs must be designed in consultation with the center’s undergraduate program adviser.

B.A./M.A. PROGRAM
This program offers qualifying majors in European and Mediterranean studies the opportunity to earn both the B.A. and the M.A. degrees at reduced tuition cost. By completing some of their graduate requirements while still undergraduates, students finish the program in a maximum of five years. In the graduate portion of the program, students receive a fellowship that covers up to half of the tuition for the courses required for the M.A. European and Mediterranean studies majors may apply for admission to the program after they have completed at least 48 points in the College, but not more than 96 credits or six semesters, whichever comes first. Students apply for admission to the B.A./M.A. program through the CAS Advising Center. Applications are reviewed by the Graduate Admission Committee of the Center for European and Mediterranean Studies, using the normal criteria for the M.A. program, except that applicants are not required to take the GRE. The committee bases its decision on students’ undergraduate records and recommendations of NYU instructors.

A working knowledge at an advanced level of a European language (other than English) is required to complete the program, and knowledge of a second European language is encouraged. Students must spend at least one semester in an approved academic program in Europe, normally during their junior year. Students are also required to write a senior honors thesis and a master’s thesis or special project (see below) to earn the two degrees.

The program requires a total of 18 courses: 10 undergraduate courses and eight graduate courses. For the first four years, students focus their work on a “problem area” that will eventually become the subject of their master’s thesis, should they choose this option. The senior honors thesis is an integrative project within the problem area developed by the student and his or her adviser. It may be an expansion of a research paper written for an undergraduate course.

The graduate portion of the degree comprises three tracks—European Politics and Policy, European Culture and Society, and Mediterranean Studies—and students must choose one of these by the beginning of their fifth year. Of the eight graduate courses, two are required (a graduate research seminar or an independent study in European and Mediterranean Studies, as well as a graduate introductory course, G42.2301, What Is Europe?). Students select six additional graduate courses in their chosen track. A four-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 Seminar on European and Mediterranean Studies (V42.0300), taken in the fall semester of the fourth year. The master’s thesis is a revision of this project and is further developed in the graduate Research Seminar (G42.3000), taken in the 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

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Europe Since 1945</strong></td>
<td>V42.0156 Identical to V57.0156. 4 points. See description under History (57).</td>
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<tr>
<td><strong>Contemporary Italy</strong></td>
<td>V42.0164 Identical to V59.0166. 4 points. See description under Italian Studies (59).</td>
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<tr>
<td><strong>History of Poland</strong></td>
<td>V42.0178 Identical to V57.0178. Woff. 4 points. See description under History (57).</td>
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History of Modern Ireland, 1922 to Present
V42.0184  Identical to V58.0184, V57.0184. Reilly. 4 points.
See description under Irish Studies (58).

Contemporary France
V42.0288  Identical to V45.0164. 4 points.
See description under French (45).

Undergraduate Research Seminar
V42.0300  Prerequisite: permission of the instructor. Offered in the fall.
4 points.
Trains undergraduates interested in European studies in approaches to research, in the sources and uses of research materials on Europe, and in the process of research.

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

European Civil Society
V42.9530  Offered every semester. 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 non-governmental groups contend to steer, control, and influence charities, community and faith groups, social movements, and trade unions, and are generally 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.

Internship
V42.0981  Prerequisite: permission of the department. Offered every semester.
4 points.
Advanced students of European and Mediterranean studies can earn academic credit for a structured and supervised professional work-experience within an approved organization.

Topics: European Political Thought Since Rousseau
V42.0983  Shaw. 4 points.
Examines the development of political thought in Europe from the second half of the 18th century to the start of the 20th, looking at the Kantian, Hegelian, and Marxist developments in this tradition. Focuses on the important role played by differing conceptions of freedom, human nature, and history.

Topics: Comparative Government in Europe
V42.0985  4 points.
Seminar devoted to the analysis of democratic development and processes since World War II in selected European democracies in the West and the East. Topics include the political culture, interest groups and parties, decision making, and policies in selected policy fields, such as immigration.

EUROSIM Seminar
V42.0990  Offered every year. 4 points.
Teaches the politics and policy of the European Union to prepare students for the annual interuniversity simulation conference held in alternating years in Europe and in New York State.

Independent Study
V42.0998  Prerequisite: permission of the department. Offered every semester. 4 points.
The Expository Writing Program (EWP) offers writing courses for undergraduates throughout the University, as well as tutorial help in the Writing Center for the entire University community. All students (except those in the Arthur O. Eve HEOP or C-Step program) must complete Writing the Essay (V40.0100, or V40.0105 for Tisch School of the Arts). Special sections of V40.0100 are offered and vary by semester. These include sections for science students, sections in selected residence halls, and sections linked to the Morse Academic Plan (MAP) Text and Ideas requirement. Students in the College of Nursing, Silver School of Social Work, and Steinhardt School of Culture, Education, and Human Development complete a second semester of writing, The Advanced College Essay: Education and the Professions (E52.0110); students in Tisch must complete The World Through Art (H48.0002). International students may be eligible to alternate the requirement with an International Sequence of writing courses, V40.0004 and V40.0009; HEOP/C-Step students take Writing I and II (T01.1001 and T01.2002). Writing Tutorial (V40.0013) provides additional work in writing.

The program is nationally recognized for faculty development and innovative teaching. Faculty members regularly present their ideas at national conferences for writing teachers and conduct writing workshops throughout the world.

Courses

Writing the Essay
V40.0100  Required of all College of Arts and Science, Stern, Steinhardt, and Silver School of Social Work freshmen and transfer students who have not completed an equivalent course at another college. No exemptions. May not be taken on a pass/fail basis. 4 points.
The foundational writing course in expository writing. Provides instruction and practice in critical reading, creative thinking, and clear writing. Provides additional instruction in analyzing and interpreting written texts, the use of written texts as evidence, the development of ideas, and the writing of both exploratory and argumentative essays. Stresses exploration, inquiry, reflection, analysis, revision, and collaborative learning. Special sections for Tisch students (V40.0105) focus on developing the essay in the arts and require an additional plenary session.

International Writing Workshop I
V40.0004  Prerequisite: EWP permission. The first of two courses required for students for whom English is a second language. The MAP requirement for NYU undergraduates is fulfilled with this course and International Writing Workshop II. 4 points.
Provides instruction in critical reading, textual analysis, exploration of experience, the development of ideas, and revision. Stresses the importance of inquiry and reflection in the use of texts and experience as evidence for essays. Reading and writing assignments lead to essays in which students analyze and raise questions about written texts and experience, and reflect on text, experience, and ideas in a collaborative learning environment. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

International Writing Workshop II
V40.0009  Prerequisite: V40.0004. The second of two courses required for students for whom English is a second language. The MAP requirement for NYU undergraduates is fulfilled with this course and International Writing Workshop I. 4 points.
Provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines, the use of written texts
as evidence, the development of ideas, and the writing of argumentative essays through a process of inquiry and reflection. Stresses analysis, revision, inquiry, and collaborative learning. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

Writing Tutorial
V40.0013 May not be taken on a pass/fail basis. 4 points. Offers intensive individual and group work in the practice of expository writing for those students whose writing proficiency examination reveals the need for additional, foundational writing instruction.

A Spectrum of Essays
V40.0015 Prerequisite: EWP permission. 4 points. Provides advanced instruction in essay writing. Emphasizes the development of analytical, reflective, and imaginative skills that lead to accomplished essays in any academic discipline. The central business of this workshop is writing compelling academic essays that evolve from the rigorous analysis of complicated texts (written, visual, and experiential) and the imaginative use of those texts to create ideas.

Advanced Essay Writing for Science
V40.0016 Prerequisite: V40.0100. 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
V40.0017 Prerequisite: V40.0100. Offered in the spring. 4 points. A course for students who are passionate about writing and community service and who would like to explore the dynamic relationship between these two pursuits. As a team, the class heads off each week to mentor underserved high school students in essay writing. Back in the classroom, students have weekly meetings to help them enhance their writing and mentoring skills as they develop their own ideas into essays. They 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
V40.0018 Prerequisite: V40.0100. Offered in the spring. 4 points. Introduces students to writing, researching, and presenting in the 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 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 ESL STUDENTS

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

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

These two courses, designed for students planning to apply to a degree program in the United States, prepare students to function comfortably in university-level classes and other situations in which formal writing is required. Workshops help students develop their ability to summarize, discuss, analyze, and comment on their reading. Students read authentic nonfiction materials from newspapers, magazines, and books and write critical essays. Courses provide help in grammar and editing.

PROFICIENCY EXAMINATION

EWP administers the Proficiency Examination to external transfer students. All external transfer students must pass the examination to graduate. Students who fail the exam will be placed in Writing Tutorial (V40.0013).
The Foundations of Contemporary Culture (FCC) sequence of the Morse Academic Plan (MAP) seeks to provide students with the perspective and intellectual methods to comprehend the development of our human cultures. The four FCC courses introduce students to the modes of inquiry by which societies may be studied, social issues analyzed, and artistic activity explored. Together, they give undergraduates a broad methodological background on which to draw when later engaged in the more focused work of their major courses of study. As a result, students receive a richer education than any single major could provide.

Through this core experience in humanistic and social-scientific inquiry, 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 (V55.04XX) and one from Cultures and Contexts (V55.05XX), in either order. In the sophomore year, students choose classes from Societies and the Social Sciences (V55.06XX) and from Expressive Culture (V55.07XX), again in either order.

Prerequisites: Students should complete the first-year FCC classes and the expository writing requirement before proceeding to the sophomore-level classes. Students in the International Writing Workshop sequence should not start their course work in the FCC until they have completed International Writing Workshop I (V40.0004).

Exemptions and substitutions: Because of the importance the faculty places on assuring every student a core experience in the Foundations of Contemporary Culture, there are no exemptions or substitutions for 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...
Courses

In addition to the information listed below, detailed descriptions of each year’s course offerings may be found on the MAP Web site.

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 (V40.0100). Consult the MAP Web site for each year’s schedule.

Texts and Ideas: Antiquity and the Middle Ages
V55.0401 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 Paradise, and other texts from the Middle Ages.

Texts and Ideas: Antiquity and the Renaissance
V55.0402 Offered every semester. 4 points.

Texts and Ideas: Antiquity and the Enlightenment
V55.0403 Offered every semester. 4 points.

Texts and Ideas: Antiquity and the 19th Century
V55.0404 Offered every semester. 4 points.

Texts and Ideas: Antiquity and the 19th Century—Writing Intensive
V55.0414 Offered in the fall. 4 points.
The same as V55.0404, but with additional emphasis on writing. Students read and write about the course texts both for the lecture course and in their linked section of Writing the Essay (V40.0100).

CULTURES AND CONTEXTS

Cultures and Contexts: The Ancient Near East and Egypt
V55.0501 Offered every other year. 4 points.
Examines Egypt and Mesopotamia, the two great non-Western civilizations of the ancient Near East, through ancient texts illustrating their historical development and culture. These are the civilizations where writing began; each had a significant impact on Israel, Greece, Rome, and, eventually, the West. Egypt and Mesopotamia are compared and contrasted for developments such as urbanism and state formation, imperialism, religion, warfare, family life, trade and economy, kingship, the roles of men and women, literature, cosmology, and art. Students explore literature in the broadest sense, including documents that might otherwise simply be classed as historical.

Cultures and Contexts: Islamic Societies
V55.0502 Offered every semester. 4 points.
Examines the common base and regional variations of Islamic societies. An “Islamic society” is here understood as one that shares, either as operative present or historical past, that common religious base called Islam. For Muslims, Islam is not simply a set of beliefs or observances, but also includes a history; its study is thus by nature historical, topical, and regional. The emphasis in the premodern period is first on the Quran and then on law, political theory, theology, and mysticism. For the more recent period, the stress is on the search for religious identity. Throughout, students are exposed to Islamic societies in the words of their own writings.

Cultures and Contexts: Africa
V55.0503 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
V55.0506  Offered every other year. 4 points.
Essential aspects of Asian culture—Confucianism, Taoism, Buddhism, and Shintoism—studied through careful reading of major works of philosophy and literature. A roughly equal division between Chinese and Japanese works is meant to give a basic understanding of the broad similarities and the less obvious, but all-important, differences among the cultures of Confucian Asia. One reading is a Vietnamese adaptation of a Chinese legend. The last two readings, modern novellas from Japan and China, show the reaction of the traditional cultures to the Western invasions.

Cultures and Contexts: Japan—A Cultural History
V55.0507  Offered every other year. 4 points.
A consideration of the prehistory to Japan’s modernist transformation through an analysis of key literary, religious, and artistic texts. Concentrates on the historical experiences that produced elements of a national culture before there was a nation and on the consciousness of being Japanese before there was a “Japan.” Examines how key cultural elements were used to make a modern nation-state.

Cultures and Contexts: The Caribbean
V55.0509  Offered every year. 4 points.
Examines the impact of the Caribbean’s long colonial history through race, class, culture, and gender, and attends to the diversity of peoples who live on the islands. Known for its beauty, cultural vitality, and mix of peoples, cultures, and languages, the Caribbean is where today’s global economy began some 500 years ago. Its sugar economy and history of slave labor and colonialism made it the site of massive transplantations of peoples and cultures from Africa for more than four centuries and from Asia since the mid-19th century, as well as a sizable influx of peoples from Europe all along. Readings examine the history of the region’s differing forms of colonialism; the present post-colonial economic and political structures; anthropological material on family and community life, religious beliefs and practices, gender roles, and ideologies; and ways in which national, ethnic, and racial identities are expressed today.

Cultures and Contexts: Middle Eastern Societies
V55.0511  Offered every other year. 4 points.
The popular American picture of the Middle East as a place of violence, veiled women, and oil wealth portrays none of the richness or complexity of most people’s lives in the region. How can we make sense of these seemingly unfamiliar societies and think critically about Western images of the unfamiliar? Questions examined in depth include the following: What variety of sources do people in the Middle East draw on to define their sense of who they are—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
V55.0512  Offered every year. 4 points.
Fundamental concepts and practices of Chinese society and culture, examined using primary sources in translation whenever possible. By studying the social, political, religious, ideological, ritual, economic, and cultural life of the Chinese, students gain a sense of the core values and issues of Chinese civilization and how these have affected and continue to have an impact on the way people think and live.

Cultures and Contexts: Ancient Israel
V55.0514  Offered every semester. 4 points.
The culture of the ancient Israelite societies of biblical times, covering the period from about 1200 B.C.E. to the conquests of Alexander the Great, in the fourth century B.C.E. Topics include the achievements of these societies in the areas of law and social organization, prophetic movements, Israelite religion, and ancient Hebrew literature. The Hebrew Bible preserves much of the creativity of the ancient Israelites, but archaeological excavations in Israel and neighboring lands, as well as the discovery of ancient writings in Hebrew and related languages, have added greatly to our knowledge of life as it was lived in biblical times. The civilizations of Egypt and Syria-Mesopotamia also shed light on Israelite culture. Of particular interest is the early development of Israelite monotheism, which, in time, emerged as ancient Judaism, the mother religion of Christianity and Islam.

Cultures and Contexts: Latin America
V55.0515  Offered every year. 4 points.
Explores the cultural, social, and political organization of indigenous people before the period of European colonization. Studies the dynamics of the colonial encounter, focusing on such themes as indigenous responses to European rule, the formation of “Indian” society, and the interaction of Europeans, Africans, and indigenous people. Considers postcolonial Latin 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
V55.0516 Offered every 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: Russia Since 1917
V55.0528 Offered in the spring.
4 points.
Major periods, developments, and interpretative issues in Russian politics, history, and society, from the 1917 revolution to the present. Emphasis is on the Soviet experience, though the czarist past and post-Soviet developments are also considered. Special attention is given to the role of historical traditions, leadership, ideology, ramifying events, and socioeconomic factors.

Cultures and Contexts: Contemporary Latino Cultures
V55.0529 Offered every year.
4 points.
Examines the growth and development of “Latino” as a distinct category of identity out of the highly diverse populations of Latin American background in the United States, paying particular attention to the social processes shaping its emergence. Provides a detailed examination of the processes of cultural creation behind the rising growth of transnational cultures and identities worldwide, and of the forces that are fueling their development. Begins by exploring the immigration of Latin American peoples to U.S. cities, then turns to three case studies of emerging Latino communities, and ends by examining contemporary issues involving Latinos in urban centers such as New York.

Cultures and Contexts: The African Diaspora
V55.0532 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
V55.0536 Offered every other year.
4 points.
The indigenous people of Australia have long been the subject of interest and imagination by outsiders for their cultural formulations of kinship, ritual, art, gender, and politics, and they have entered into representations as distinctively “other”—whether in negative or positive formulations of the “primitive.” These representations—in feature films about them such as Walkabout and Rabbit-Proof Fence, in New Age literature, or in museum exhibitions—are now also in dialogue with their own forms of cultural production. At the same time, Aboriginal people have struggled to reproduce themselves and their traditions in their own terms, asserting their right to forms of cultural autonomy and self-determination. We explore the historical and geographical range of Aboriginal Australian forms of social being through ethnographic texts, art, novels, autobiographies, film, and other media, and consider the ways in which identity is being challenged and constructed.

Cultures and Contexts: Modern Israel
V55.0537 Offered every year.
4 points.
Despite its small size and population, Israel is a diverse, dynamic, and complex society. To understand its ethnic, religious, and political divisions, the different ethnic origins of the Jewish population over the last 150 years are examined, and the growing role of the Arab population (approaching 20 percent) in Israeli society is discussed. The special role of religion in the secular state, the development of Hebrew-speaking culture, the political system, the settlement movement and the peace movement, gender issues, and the role of the army in everyday life are all addressed, concluding with a survey of the debate on whether Israel is a Jewish state or a state of all its citizens. Although the controversial issues that keep Israel in the headlines are touched on, the focus is on the character of Israeli society and the impact on everyday life of living in the international limelight.

Cultures and Contexts: Asian/Pacific/American Cultures
V55.0539 Offered every year.
4 points.
Major issues in the historical and contemporary experiences of Asian Pacific Americans, including immigration, 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.

SOCIETIES AND THE SOCIAL SCIENCES
Note that the prerequisite for all Societies and the Social Sciences courses is completion of V55.04XX and V55.05XX and completion of (or exemption from) V40.0100, T01.2002, or V40.0009.

Societies and the Social Sciences: Topics in Interdisciplinary Perspective
V55.0600 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 V55.04XX and V55.05XX and completion of (or exemption from) V40.0100, T01.2002, or V40.0009.

**Expressive Culture: Words**

V55.0710 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: Images**

V55.0710 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**

V55.0721 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**

V55.0722 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**

V55.0730 Offered every semester. 4 points.

Our lives pulsate with patterns of sounds that we call music. We encounter these sounds in our homes, cars, stores, and exercise salons; they accompany us to the grocery store, the dentist’s office, and the movies. Yet we rarely think consciously about what they mean. Through a series of specific case studies, we investigate the function and significance of music and the musician in human life. We raise basic questions about how music has been created, produced, perceived, and evaluated at diverse historical moments, in a variety of geographical locations, and among different cultural groups. Through aural explorations and discussion of how these vivid worlds “sound” in time and space, we assess the value of music in human experience.

**Expressive Culture: Performance**

V55.0740 Offered occasionally. 4 points.

Examines “performance” both as a practice and as a theoretical tool with which to understand today’s world. The broad spectrum of live performance is explored by means of lectures, discussions, and field trips. Students look at theatre and dance, performance in everyday life, rituals, popular entertainments, and intercultural performance. On the theoretical level, students are introduced to “speech acts,” “restored behavior,” “ritual process,” and “play.” Students see a broad variety of performances, such as Native American powwow, Indian Hindu ritual drama, off-Broadway theatre and dance, African American gospel, street performers, and courtroom trials.

**Expressive Culture: Film**

V55.0750 Offered every semester. 4 points.

Film is a medium that combines a number of arts. It lies at the intersection of art and technology and of art and mass culture, and at the boundaries of the national and the global. Film is also a medium that coincides with and contributes to the invention of modern life. By exploring the expressive and representational achievements of cinema in the context of modernity and mass culture, students learn the concepts to grasp the different ways in which films create meaning, achieve their emotional impact, and respond in complex ways to the historical contexts in which they are made.
Science and technology play such a central role in the modern world that even individuals not directly engaged in scientific or technical pursuits need to have solid skills in quantitative and analytical reasoning and a clear understanding of scientific investigation. Even more than their forebears, citizens of the 21st century will need competence and confidence in dealing with the approaches and findings of science if they are to make informed decisions on vital political, economic, and social issues. Rather than striving for encyclopedic coverage of facts, Foundations of Scientific Inquiry (FSI) courses stress the process of scientific reasoning and seek to illustrate the role of science and mathematics in our understanding of the natural world. The objectives of the FSI sequence are to give students who will not be science majors a positive experience in scientific inquiry and to encourage learning about how science is done. The quantitative component of these courses emphasizes the critical role of mathematics in the analysis of natural phenomena.

The courses within FSI are collected into three groups: Quantitative Reasoning, Natural Science I, and Natural Science II. All lectures are taught by regular faculty, including some of the University’s most distinguished professors, and each course includes a weekly workshop or related laboratory section.

Program

In the FSI sequence, students choose one course in Quantitative Reasoning (V55.01XX), followed by one in the physical sciences from the Natural Science I grouping (V55.02XX), and then one in the biological sciences from the Natural Science II grouping (V55.03XX).

Exemptions and substitutions: Students who major in a natural science, who complete the prehealth program, or who complete the combined B.S./B.S.E. program are exempt from the FSI requirements. In addition, Quantitative Reasoning, Natural Science I, and Natural Science II can each be satisfied by appropriate Advanced Placement (AP) credit or by substituting specific courses, as listed below.

For Advanced Placement Examination equivalencies, consult the chart in the Admission section of this bulletin.

QUANTITATIVE REASONING
Students will take an examination to determine their exemption from the Quantitative Reasoning requirement. The examination is offered in the summer and each semester. The requirement can also be satisfied by one of the following options:
1. AP credit in calculus (Mathematics AB or BC, 4 or 8 points)
2. AP credit in statistics (4 points)
3. Completion of one of the following:
   • Statistics (V31.0018)
   • Analytical Statistics (V31.0020)
   • Quantitative Methods in Political Science (V53.0800)
   • Calculus for the Social Sciences (V63.0017)
   • Calculus I (V63.0121)
   • Intensive Calculus I (V63.0221)
   • Statistics for the Behavioral Sciences (V89.0010)

NATURAL SCIENCE I AND II (V55.02XX AND V55.03XX)
1. AP credit for Biology (8 points), Chemistry (8 points), Physics B (10 points), or Physics C-Mech (3 points) and Physics C-E&M (3 points)
Courses

In addition to the information listed below, detailed descriptions of each year’s course offerings may be found on the MAP Web site.

QUANTITATIVE REASONING

Quantitative Reasoning: Mathematical Patterns in Nature
V55.0101 Offered every year. 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
V55.0105 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
V55.0107 Hoppensteadt. Offered every year. 4 points.
Elementary probability theory from the point of view of games and gambling. Topics include probability, expectation, introduction to game theory, gambler’s ruin, gambling systems, and optimal strategies. Examples are taken from games of chance, including backgammon, blackjack, craps, and poker.

Quantitative Reasoning: Mathematics and Computing
V55.0109 Mataric. Offered every year. 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.

Natural Science I: Energy and the Environment
V55.0203 Brenner, Jordan, Kallenbach, Ward. Offered every semester. 4 points.
Uses the principles of chemistry to analyze the environmental implications of energy usage and policy decisions concerning energy and the environment. Topics include the composition of the atmosphere, the ozone layer and its depletion, global warming and public policy, and acid rain. Finally, the basis of our need for energy, fossil fuels and their supplies, and the available alternatives are discussed.

Natural Science I: Einstein’s Universe
V55.0204 Adler, Brnjic, Dvali, Sokal, Weiner. Offered every year. 4 points.
Addresses the science and life of Einstein in the context of 20th-century physics, beginning with 19th-century ideas about light, space, and time in order to understand why Einstein’s work was so innovative. Einstein’s most influential ideas are contained in his theories of special relativity, which reformulated conceptions of space and time, and general relativity, which extended these ideas to gravitation. Both these theories are quantitatively explored, together with wide-ranging applications of these ideas, from the nuclear energy that powers the sun to black holes and the big bang theory of the birth of the universe.
Natural Science I: Exploration of Light and Color  
V55.0205 Adler, Sleator. Offered every other year. 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  
V55.0209 Adler, Cranmer, Miner. Offered every year. 4 points.

Modern science has provided us with some understanding of age-old fundamental questions, while at the same time opening up many new areas of investigation. How old is the universe? How did galaxies, stars, and planets form? What are the fundamental constituents of matter, and how do they combine to form the contents of the universe? 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  
V55.0214 Adler, Griger, Stein. Offered every semester. 4 points.

Do you know how electricity is generated? How instruments create music? What makes refrigerator magnets stick? For that matter, why ice skating is possible, how wheels use friction, and why some-one 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 V55.01XX. Completion of or exemption from V55.02XX is also recommended.

Natural Science II: Human Genetics  
V55.0305 Blau, Jordan, Small. Offered every year. 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 technology, including topics such as cloning, genetic testing, and the human genome project. Concludes by studying how genes vary in populations and how geneticists are contributing to our understanding of human evolution and diversity.

Natural Science II: The Body—How It Works  
V55.0309 Goldberg. Offered every year. 4 points.

The human body is a complex system of mutually interdependent molecules, cells, tissues, organs, and organ systems. 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
V55.0310 Jordan, Kallenbach. Offered every year. 4 points.
Our lives are increasingly influenced by the availability of new pharmaceuticals, ranging from drugs that lower cholesterol to those that influence behavior. 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
V55.0311 Volk. Offered every year. 4 points.
Provides a foundation of knowledge about how earth’s biosphere works. This includes the biggest ideas and findings about biology on the global scale—the scale in which we live. Such knowledge is especially crucial today because we humans are perturbing so many systems within the biosphere. 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
V55.0313 Azmitia. Offered every year. 4 points.
The human brain is the most complex organ. Despite the central position it has in nearly every aspect of our daily lives, it remains to many a mystery. How does it work? How can we care for it? How long will it function? 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
V55.0314 Siegal. Offered every year. 4 points.
Millions of species of animals, plants, and microbes inhabit our planet. Genomics, the study of all the genes in an organism, is providing new insights into this amazing diversity of life. We begin with the fundamentals of DNA, genes, and genomes. We then explore microbial diversity, with an emphasis on how genomics can reveal many aspects of organisms, from their ancient history to their physiological and ecological habits. We follow with examinations of animal and plant diversity, focusing on domesticated species, such as dogs and tomatoes, as examples of how genomic methods can be used to identify genes that underlie new or otherwise interesting traits. Genomics has also transformed the study of human diversity and human disease. We examine the use of DNA to trace human ancestry, as well as the use of genomics as a diagnostic tool in medicine. With the powerful new technologies to study genomes has come an increased power to manipulate them. We conclude by considering the societal implications of this ability to alter the genomes of crop plants, livestock, and, potentially, humans.
With a staff of internationally known scholars and teachers, the Department of French offers a broad range of courses in French and Francophone studies, language, literature, and civilization. The program promotes oral and written fluency in French, imparts strong analytical and interpretative skills, and works toward an enhanced understanding of cross-cultural changes. Most courses are taught in French. La Maison Française brings French culture into focus with films, lectures, and concerts, as well as library facilities and a periodicals reading room. Beyond the University community, the student of French can find a number of cultural activities that broaden understanding of the foreign perspective here in New York City. Students majoring or minoring in French are strongly encouraged to spend at least one semester at the NYU Center in Paris, which provides immersion in French culture and offers courses with professors from the French university system as well as distinguished NYU faculty members.

Faculty

Professors Emeriti:
Affron, Doubrovsky, Ostrovsky,
Regalado, Sorkin, Zézula

Florence Lacaze Gould
Professor of French and Comparative Literature:
Bishop

Silver Professor; Professor of French:
Djebbar

Collegiate Professor; Professor of French:
Miller

Professors of French:
Apter, Beaujour, Bernard, Dash,
Denys-Tunney, Hollier, Nicole,
Sieburth, Vitz

Associate Professors:
Bolduc, Gerson

Assistant Professors:
Corrêa, Nous

Clinical Professor:
Goldwyn

Clinical Assistant Professors:
Moran, Ertel

Senior Language Lecturers:
Baehtli, Stafford

Language Lecturers:
Dubois, Froment, Gordon,
Haslam, Trifciana, Voulot

Adjunct Associate Professor:
Wolf

Global Distinguished Professor:
Roger

Visiting Professors:
Bier, Guillard, Hersant, Macé

Program

MAJOR IN FRENCH
The prerequisite for admission to the program is a satisfactory knowledge of the French language. This is normally interpreted as the satisfactory completion of V45.0030 with the grade of B- or better (or an equivalent course or exam). No grade lower than C may be counted toward the major. The overall GPA in French courses must be 2.0 or above. The major consists of nine courses, distributed as follows:

- Written Contemporary French (V45.0105). Advanced Composition (taught in Paris) may be substituted.
- Three core courses. Every major must take at least one course in the two-course sequence Readings in French Literature I: From the Middle Ages to the French Revolution (V45.0120) and Readings in French Literature II: From 1800 to the Present (V45.0121). The other core courses are Approaches to Francophone Literature (V45.0145), French Society and Culture from the Middle Ages to 1900 (V45.0163), and Contemporary France (V45.0164).
- Four electives. Up to two electives may be advanced language courses: Spoken Contemporary French (V45.0101), Phonetics (V45.0103), Translation (V45.0107), Advanced
Techniques of Translation (V45.0108), Acting French (V45.0109), and Business French (V45.0110). The other electives must revolve around French and Francophone literature and civilization. With permission of the adviser, students may take some electives at the same time as core courses. With permission, students may also substitute additional core courses, or a graduate course, for electives. Approved courses taken in French universities may count as electives.

• **A Senior Seminar.** The Senior Seminar is typically taken in the fall or spring of senior year.

At least one of the courses completed in fulfillment of the major (either a core course or an elective) must focus on the period preceding 1800. Majors may count 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 of the nine courses required for the French major at the College or at New York University in Paris. A student who fulfills the requirements above may thereby fulfill the state minimum requirements of 24 credits in order to be certified to teach French in New York State junior or senior high schools. For general requirements, please see the section Preprofessional, Accelerated, and Specialized Programs in this bulletin.

**MAJOR IN ROMANCE LANGUAGES**

Nine courses distributed between two languages—a combination of either French-Spanish, French-Italian, or Spanish-Italian. The major in French-Spanish consists of two conversation courses, one in each of the two languages (V45.0101 and V95.0101); two composition courses, one in each of the two languages (V45.0105 and V45.0100); two masterpieces of literature or civilization courses, one in each of the two languages (V45.0120, V45.0121, V45.0163, or V45.0164; and V95.0200); and three upper-level language or literature courses in a combination of the two languages. According to these requirements, the distribution of courses should be four in one language and five in the other.

The same distribution of general requirements is followed for French-Italian and Spanish-Italian. (See the Department of Italian listings for specific course requirements and prerequisites in Italian.)

**MAJOR IN FRENCH AND LINGUISTICS**

Nine courses in French and linguistics. This plan of study normally consists of the following courses: Spoken Contemporary French (V45.0101); one course in advanced written French (V45.0105, V45.0107, V45.0108, or V45.0110); and two courses in French literature (in French) to be determined in consultation with the director of undergraduate studies. The linguistics part of this major may be satisfied by taking the following courses: an introductory course (V61.0001, V61.0002, or V61.0028), V61.0011, V61.0013, and two courses from two different areas including phonology, psycholinguistics, semantics, sociolinguistics, historical linguistics, or computational linguistics.

**MINORS IN FRENCH**

All students who wish to minor in the Department of French must register with the department and consult a departmental adviser prior to any registration.

Students may choose one of four programs of study. They may minor in French studies, French literature in translation, literature in translation, or Francophone studies.

**French studies:** Four courses conducted in French. This minor normally consists of four courses above the intermediate level to be determined in consultation with the director of undergraduate studies. No grade lower than C counts toward this minor.

**French literature in translation:** Four courses in French literature in translation offered by the department, to be determined in consultation with the director of undergraduate studies. Not open to French majors. No grade lower than C counts toward this minor.

**Literature in translation:** See the section Literature in Translation.

**Francophone studies:** Four courses in Francophone studies, to be determined in consultation with the director of undergraduate studies. No grade lower than C counts toward this minor.

**HONORS IN FRENCH**

**Eligibility:** A student must spend a minimum of three full semesters in residence at the College of Arts and Science. Attendance at New York University in Paris counts toward such residence. The student must maintain a general GPA of at least 3.65 and a major average of 3.65 or higher. Students who wish to pursue honors should apply to the departmental director of honors during their junior year.

**Requirements:**

• Completion of the major requirements.

• In addition to enrollment in one of four available Senior Seminars, candidates for French honors must enroll in Honors Thesis, a 4-point course taken over both semesters of the senior year (2 points in the fall, 2 credits 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); students may petition for exceptionally 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 stud-
ies 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. In order 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 is contingent on successful completion of the B.A., formal admission into the Graduate School of Arts and Science, and acceptance of the student’s application. For more information on the B.A./M.A. in French studies, please consult www.ifs.as.nyu.edu/object/ifs.bama.

FACILITIES

The University has two special facilities for students of French.

La Maison Française: This attractive house in the old and picturesque Washington Mews is open to students of French. It has a comfortable lounge, a small reading room opening onto a terrace, and a soundproof music room. Programs of lectures and recreational activities free to all students interested in French are given here.

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

NYU IN PARIS

For New York University in Paris, see information under Programs Abroad.

Courses

Placement in French language courses: The placement of students in French language, literature, and civilization courses is explained under “Placement Examinations” in the Academic Policies section of this bulletin.

Fulfillment of the Morse Academic Plan (MAP) language requirement: The language requirement in French may be fulfilled either by an intensive sequence of two 6-point courses (V45.0010 and V45.0020) for a total of 12 points, or by an extensive sequence of four 4-point courses (V45.0001, V45.0002, V45.0011, and V45.0012) for a total of 16 points.

With departmental approval, a student may follow a plan of study combining two 4-point courses with one 6-point course (V45.0001, V45.0002, V45.0020, or V45.0010, V45.0011, V45.0012) for a total of 14 points. All students planning to continue their study of French beyond the MAP requirement are strongly advised to follow the intensive sequence since this permits completion of the intermediate level in two semesters.

INTRODUCTORY LANGUAGE COURSES

Elementary French I
V45.0001 Open to students with no previous training in French and to others on assignment by placement test.

Intermediate French I
V45.0011 Prerequisite: V45.0001 or V45.0001, 0002. Open to students who have completed the equivalent of a year’s elementary level and to others on assignment by placement test.

Elementary French II
V45.0002 Open to students with no previous training in French and to others on assignment by placement test.

Intermediate French II
V45.0002. Continuation of V45.0001. In order to continue on to the intermediate level, a student must complete both V45.0001 and V45.0002. This sequence is equivalent to V45.0010. Offered every semester. 4 points.

INTENSIVE SEQUENCE

Intensive Elementary French
V45.0010 Open to students with no previous training in French and to others on assignment by placement test.

Intensive Intermediate French
V45.0010 Prerequisite: V45.0001 or V45.0001, 0002. Open to students who have completed the equivalent of a year’s elementary level and to others on assignment by placement test. Completes the equivalent of a year’s intermediate level in one semester. Offered every semester. 6 points.

EXTENSIVE SEQUENCE

Elementary French I
V45.0001 Open to students with no previous training in French and to others on assignment by placement test.

Intermediate French I
V45.0011 Prerequisite: V45.0001 or V45.0001, 0002. Open to students who have completed the equivalent of a year’s elementary level and to others on assignment by placement test. Not equivalent to V45.0001. Only by combining V45.0001 with V45.0002 can a student complete the equivalent of V45.0001 and then continue on to the intermediate level. Offered every semester. 4 points.
Intermediate French II
V45.0012 Continuation of V45.0011. In order to fulfill the MAP requirement and continue on to the post-intermediate level, a student must complete both V45.0011 and V45.0012. This sequence is equivalent to V45.0020. Offered every semester. 4 points.

LANGUAGE COURSE WITH SPECIAL PREREQUISITES

Conversation and Composition
V45.0030 Prerequisite: V45.0011.0012 or V45.0020. Open to students who have completed the equivalent of a year’s intermediate level and to others who have passed the proficiency examination but who wish to review their French in order to take advanced courses in language, literature, and civilization. Offered every semester. 4 points.

ADvanced LANGUAGE COURSES (ELECTIVES)

Spoken Contemporary French
V45.0101 Prerequisite: V45.0030, assignment by placement test, or approval of the department. Assumes a mastery of the fundamental structures of French. May be taken concurrently with V45.0105. Offered every semester. 4 points.

Use of dramatic situations and readings to help students overcome inhibitions in their oral use of language. The graduated series of exercises and activities is designed to improve pronunciation, intonation, expression, and body language and includes phonetic practice, poetry recitation, skits, improvisation, and memorization of dramatic texts. Reading, discussion, and performance of scenes from plays by renowned dramatists. Extensive use of audio and video material.

Business French
V45.0110 Prerequisite: V45.0030 or permission of the department. Offered in the spring. 4 points.

Designed for students who wish to learn the specialized language used in French business. Emphasis on oral and written communication and the acquisition of a business and commercial vocabulary dealing with the varied activities of a commercial firm (for example, advertising, transportation, banking). Stresses group work in simulated business situations and exposure to authentic spoken materials.

Readings in French Literature I: From the Middle Ages to the French Revolution
V45.0120 Prerequisite: V45.0105 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
V45.0121 Prerequisite: V45.0105 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
V45.0145 Prerequisite: V45.0105 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, Ahmado Kourouma of the Ivory Coast, and Assia Djebar of Algeria.

French Society and Culture from the Middle Ages to 1900
V45.0163 Offered in the fall. 4 points.
Retrospective and introspective view of French civilization from the early period to 1900 through the interrelation of history, literature, fine arts, music, and philosophy. Study of major historical forces, ideas, and tensions; the formation of collective identities (territorial, religious, political, and so on); France’s diversity and formative conflicts; the Republican model; France and the outer world; and the relationship between state, nation, and citizenry. Primary sources and documents such as chroniques, mémoires, journaux, revues, and correspondences.

Contemporary France
V45.0164 When conducted in English, numbered V45.0864. Offered in the spring. 4 points.
An introduction to French history, politics, and social relations from 1900 to the present. Attention is paid to the successive crises that challenged France’s stature, its national identity, and its Republican model. Topics include the French political and social systems; France’s “exceptionalism” and relationships with Europe, the United States, and globalization; colonialism, immigration, and postcolonialism; and gender and class relations.

ELECTIVES IN FRENCH LITERATURE AND CIVILIZATION (TAUGHT IN FRENCH)

Versailles: Life as Art in the Age of Grandeur
V45.0130 When conducted in English, numbered V45.0850 and also open to French majors who read the works in the original and do their written work in French. Offered every other year. 4 points.
Fabulous Versailles, the synthesis of baroque and classical aesthetics and the cult of kingship, serves as an introduction to the study of major aspects of 17th- and 18th-century culture and French influence on European civilization. This course views the intellectual, artistic, and social complexities of the period through the works of contemporary philosophers, dramatists, artists, memorialists, and historians from Descartes to Voltaire. Films, field trips, and multimedia presentations of music and art.

Classicism
V45.0462 Offered every other year. 4 points.
Studies French classical literature as one of the summits of the struggle of human beings to understand themselves and their place in the universe. Authors studied include Descartes, Pascal, Madame de Sévigné, Madame de Lafayette, La Fontaine, Molière, Corneille, Racine, La Bruyère, and La Rochefoucauld.

The 18th-Century French Novel
V45.0532 Offered every other year. 4 points.
The novel comes into its own during the 18th century. It fought for recognition as a “worthy genre.” The development of the novel as an aesthetic form and the social and moral preoccupations it reveals are studied in a variety of authors, such as Marivaux, Voltaire, Diderot, Rousseau, Laclos, and Sade.

French Thought from Montaigne to Sartre
V45.0562 Offered every other year. 4 points.
Deals with the various currents of ideas and the transformations in values, taste, and feeling that constitute the Enlightenment in France. Pays particular attention to the personality, writings, and influence of the following authors: Montaigne, Descartes, Montesquieu, Voltaire, Diderot, Rousseau, and Sartre. Significant works by these thinkers and others are closely read and interpreted.

19th-Century French Novel and Society
V45.0652 Offered every other year. 4 points.
Study of Balzac, Stendhal, Flaubert, and Zola as a means of identifying the individual’s changing relationship to the environment and the social, political, and intellectual contexts of his or her epoch. Problems of the 19th-century novel, narrative structure, point of view, invention, and observation.

Literature and the Arts in the Age of Surrealism
V45.0722 Offered every other year. 4 points.
The historical framework of this course is the period between the two World Wars, a time in which the spirit of surrealism dominated the intellectual and artistic aspects of French culture. Studies the “surrealist revolution” through both detailed analyses of texts by Breton, Aragon, Eluard, and Desnos, and of painting and cinema. Explores the relation between theory and practice in literature and the arts.

Contemporary French Novel
V45.0731 When conducted in English, numbered V45.0831. Offered every other year. 4 points.
The major French novelists of the 20th century have moved the novel away from the traditional 19th-century concept. Proust and Gide developed a first-person-singular narrative in which the reader is participant. Breton uses the novel for a surrealist exploration. With Céline and Malraux, the novel of violent action becomes a mirror of man’s situation in a chaotic time.
and leads to the work of Sartre and Camus, encompassing the existentialist viewpoint. Covers Beckett’s sparse, complex narratives and Robbe-Grillet’s “new” novels. Novels are studied with respect to structure, technique, themes, language, and significant passages.

French Poetry from Baudelaire to the Present
V45.0741  When conducted in English, numbered V45.0841. Offered every year. 4 points.

Major trends in French poetry from the late 19th century to the present. Beginning with the precursors of contemporary poetry in France and other countries—Baudelaire, Rimbaud, Mallarmé, and LaForgue—innovation is studied in the 20th-century writers: Apollinaire and the New Spirit; the surrealist poets, including Aragon and Breton; Saint-John Perse; Michaux and exorcism through the word; Ponge and the world of things; and the postwar poets. Includes textual analysis, poetic theory, and relationships of the works to their literary environment.

New Novel and New Theatre
V45.0763  Offered every other year. 4 points.

Reaction in the post—World War II novel against traditional 19th-century novels. The novelist no longer controls his characters but limits himself to what can be seen. Emphasis on the world of objects and the difficulty of literary creation. The novels of Robbe-Grillet, Butor, Sarrutte, Duras, Simon, and Pinget. On stage, the theatre of the absurd, antirealistic, with startling techniques, downgrading of language, and a stress on action; the theme of lack of communication in the world. The theories of Artaud and the plays of Ionesco, Beckett, Genet, Adamov, Vian, and others.

Existentialism and the Absurd
V45.0767  When conducted in English, numbered V45.0867. Offered every other year. 4 points.

Main expressions of existential thought in Jean-Paul Sartre, Simone de Beauvoir, and Albert Camus. Attention to the French existentialists’ concern for commitment in political and social affairs of the times. Examines absurdist literature since the 1950s in the “theatre of the absurd,” in fiction, and in critical work of other contemporary French writers. Covers Ionesco, Beckett, Genet, Robbe-Grillet, and Barthes; precursors of the absurd such as Kafka and Céline; and practitioners of the absurd outside of France (such as Pinter, Albee, and Barthelme).

Proust
V45.0771  When conducted in English, numbered V45.0871 and also open to French majors who read the work in the original and do their written work in French. Offered every other year. 4 points.

Reading of Remembrance of Things Past. Major topics include the novel as confession, the unconscious and creation, perception and language, sexuality, decadence, the artistic climate in Europe and France from the end of the 19th century through World War I, and the hero as artist.

Beckett
V45.0774  When conducted in English, numbered V45.0874. Offered every other year. 4 points.

Study of Samuel Beckett’s diverse work and the unifying element of the human condition as two complimentary 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
V45.0778  When conducted in English, numbered V45.0878. Offered every 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 (expressionism, surrealism, Dadaism); poetic realism (Vigo, Carné, Renoir); the new wave (Truffaut, Godard, Resnais); political modernism in the context of May 1968; the advent of the “Cinéma du Look”; and post-modernity (Besson, Beineix).

Theatre in the French Tradition
V45.0929  When conducted in English, numbered V45.0829 and also open to French majors who read the works in the original and do their written work in French. Offered every other year. 4 points.

Study of the theatrical genre in France, including the golden age playwrights (Corneille, Racine, Molière), 18th-century irony and sentiment, and the 19th-century theatrical revolution. Topics include theories of comedy and tragedy, the development of stagecraft, and romanticism and realism. Also, the theatre as a public genre, its relationship to taste and fashion, and its sociopolitical function.

The Image of Human Experience in the French Novel
V45.0935  When conducted in English, numbered V45.0832 and also open to French majors who read the works in the original and do their written work in French. Offered every other year. 4 points.

Man’s attempt to come to terms with himself and his universe has been the central impetus of all great literature. Covers the changing image of man through the centuries in the works of French writers of international repute: Voltaire in his philosophical tales; Diderot as a precursor of the modern novel; Stendhal in The Red and the Black; Flaubert in Madame Bovary; and Proust, Camus, and Beckett, all of whom have attempted to define man in relation to the major problems of his existence.

Women Writers in France
V45.0935  Identical to V18.0740.

When conducted in English, numbered V45.0835 and also open to French majors who read the works in the original and do their written work in French. Offered every year. 4 points.

The rich and diverse literary works by women express their individuality and their important social and cultural role in France from the 12th century to the present. Studies both the changing sociohistorical context of these writers and the common problems and themes that constitute a female tradition. Writers include Marie de France, Christine de Pisan, Marguerite de Navarre, Madame de Sévigné, Germaine de Staël, George Sand, Colette, Simone de Beauvoir, and Marguerite Duras.
Modern Criticism and Theory of Literature

V45.0865  When conducted in English, numbered V45.0865. Offered every other semester. 4 points.
Prerequisite: two advanced literature courses or permission of the department.

Introduction to contemporary methods of criticism and an approach to problems in the theory of literature. Readings of a few primary authors, such as Racine, Proust, Baudelaire, and Flaubert, who have recently been the object of major critical reevaluation, along with the works of such pertinent critics as Mauron, Jakobson, Sartre, and Barthes. Emphasis is on a clear understanding of the critical methods and their theoretical implications.

Topics in French Culture

V45.0965  When conducted in English, numbered V45.0965. Offered every semester. 4 points.
Courses on subjects of special interest by either a regular or visiting faculty member. For specific courses, please consult the class schedule. Recent topics include Paris in history, art, and literature; la Belle Époque; and Paris and the birth of modernism.

Topics in French Literature

V45.0968  When conducted in English, numbered V45.0968. Offered every semester. 4 points.
Courses on subjects of special interest by either a regular or visiting faculty member. For specific courses, please consult the class schedule. Recent topics include French 17th-century masterpieces and the theatre of the absurd.

Internship in French

V45.0980,0981  Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.
Offer upper-level students the opportunity to apply their studies to the “outside world.” Working closely with a sponsor and a faculty adviser, students pursue internships in such diverse areas as international trade, banking, publishing, and law. Interested students should apply to the department early in the semester before they wish to begin their internship.
Senior Seminar

V45.0991,0992  Prerequisite: permission of the department. 4 points.

Honors Senior Thesis

V45.0995  Prerequisites: V45.0991 or V45.0992 and permission of the department. Offered in the spring. 4 points over two semesters.

Independent Study

V45.0997,0998  Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.

COURSES CONDUCTED IN ENGLISH

The following courses, numbered in the V45.0800s, are conducted in English. Majors may count one of these courses toward the major if they complete all the written work in French. (Permission of the director of undergraduate studies is required.) These courses may be counted toward the minor in French literature in translation and the minor in literature in translation, both of which are described in the section Literature in Translation. No knowledge of French is required.

Metaphors of Modern Theatre

V45.0822  Identical to V30.0267. Offered every year. 2 points.
A close reading of the classics of contemporary theatre, with emphasis on their use of vivid metaphors of the human condition and the theatre as metaphor and artistic process. Analyzes plays in detail, thematically and stylistically. Views each play as a highlight of nonrealistic theatre and as a brilliant example of the sensibilities of European artists and thinkers in the period beginning just after World War I (Pirandello) to World War II (Sartre) and the postwar period, the post-Hiroshima generation (Beckett).

Theatre in the French Tradition

V45.0829  When conducted in French, numbered V45.0829. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.
For description, see Theatre in the French Tradition (V45.0929), above.

Contemporary French Novel

V45.0831  When conducted in French, numbered V45.0731. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.
For description, see Contemporary French Novel (V45.0731), above.

The Image of Human Experience in the French Novel

V45.0832  When conducted in French, numbered V45.0932. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.
For description, see The Image of Human Experience in the French Novel (V45.0932), above.

Women Writers in France

V45.0835  Identical to V18.0740. When conducted in French, numbered V45.0935. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every year. 4 points.
For description, see Women Writers in France (V45.0935), above.

French Poetry from Baudelaire to the Present

V45.0841  When conducted in French, numbered V45.0741. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.
For description, see French Poetry from Baudelaire to the Present (V45.0741), above.

Versailles: Life as Art in the Age of Grandeur

V45.0850  When conducted in French, numbered V45.0150. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.
For description, see Versailles: Life as Art in the Age of Grandeur (V45.0150), above.
Contemporary France  
V45.0864 When conducted in French, numbered V45.0164. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.  
For description, see Contemporary France (V45.0164), above.

Topics in French Culture  
V45.0865 When conducted in French, numbered V45.0965. Offered every semester. 4 points.  
The department offers occasional courses on subjects of special interest to either a regular or visiting faculty member. For description, see Topics in French Culture (V45.0965), above.

La Belle Époque: Modes of Artistic Expression and Life  
V45.0866 When conducted in French, numbered V45.0166. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every year. 4 points.  
Focuses on the dazzling cultural life of turn-of-the-century Paris. Explores the ascent of symbolism, postimpressionism, art nouveau, cubism, futurism, and other creative concepts. Views the social, intellectual, and artistic aspects of the period through the works of contemporary writers, dramatists, and artists such as Zola, Huysmans, Maupassant, Proust, Colette, Apollinaire, Toulouse-Lautrec, Cézanne, Picasso, Debussy, Diaghilev, Sarah Bernhardt, and Gertrude Stein. Extensive use of audio and video material.

Existentialism and the Absurd  
V45.0867 When conducted in French, numbered V45.0767. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.  
For description, see Existentialism and the Absurd (V45.0767), above.

Topics in French Literature  
V45.0868 When conducted in French, numbered V45.0968. Offered every semester. 4 points.  
The department offers occasional courses on subjects of special interest to either a regular or visiting faculty member. For specific courses, please consult the class schedule.

Proust  
V45.0871 When conducted in French, numbered V45.0771. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.  
For description, see Proust (V45.0771), above.

Beckett  
V45.0874 When conducted in French, numbered V45.0774. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.  
For description, see Beckett (V45.0774), above.

History of French Cinema  
V45.0878 When conducted in French, numbered V45.0778. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every year. 4 points.  
For description, see History of French Cinema (V45.0778), above.

The Age of Romanticism  
V45.0501 Identical to V29.0501. Offered every other year. 4 points.  
Designed to examine a specific period of European culture and history in several distinct national traditions, through a variety of methodologies. The focus is both broad and specific. The uniqueness of separate romantic manifestations (prose, poetry, theatre, music, and the plastic arts), as well as the relationships between them, constitute the core of inquiry.

Cinema and Literature  
V45.0883 Identical to V30.0504. Offered by the Department of French. Conducted in English. Does not count toward the major in French but does count toward the minor in French literature in translation or the minor in literature in translation. Offered every semester. 4 points.  
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.
Freshman Honors Seminars offer select freshmen the opportunity to be in a small, intellectually stimulating class taught by a distinguished faculty member or an eminent visitor.

These seminars aim to introduce students, at the beginning of their college careers, to demanding and challenging standards of analysis and argumentation, oral as well as written. They do so by means of intensive discussion, papers on focused topics, and readings that emphasize critical interpretation rather than absorption of information. Except where noted, the seminars do not assume any specific course or background on the student’s part. Enrollment is usually limited to 16 students.

As a rule, the seminars are given only in the fall semester. The array of seminars changes from year to year. A brochure describing all the fall offerings and their instructors appears in late spring. Below is a sampling of Freshman Honors Seminars that have been taught more than once in recent years.

Courses

Computer Simulation
V50.0207 Peskin. 4 points.
A hands-on course in which students learn how to program computers to simulate physical and biological processes. The course meets alternately in classroom and computer laboratory settings. The techniques needed to perform such simulations are taught in class and then applied in the laboratory by the students themselves, who work individually or in teams on computing projects and report on these projects to the group as a whole. Students learn how to make the computer generate graphics, movies, and sounds as needed for presentation of the results of the different simulations. Examples emphasized in class include the orbits of planets, moons, comets, and spacecraft; the spread of diseases in a population; the production of sound by musical instruments; and the electrical activity of nerves. Students may draw their projects from this list or choose other projects according to individual interests.

Language and Reality in 20th-Century Science and Literature
V50.0210 Ulfers. 4 points.
Explores the possibility that a common ground exists between the so-called two cultures of science and the humanities. It posits the hypothesis of a correlation between postclassical science (for example, quantum theory) and postmodern literature and philosophy. Among the key notions examined are Heisenberg's "uncertainty principle" and the "undecidability" of deconstructive theory. The discussion of these notions, and their implications in literary works, revolves around their effect on classical logic, the referential function of language, and the traditional goal of a complete explanation/description of reality. Readings include selections from the works of Borges, Kundera, Pirsig, and Pynchon and from non-technical texts on quantum and chaos theories.

The Supreme Court and the Religion Clauses: Religion and State in America
V50.0218 Sexton. 4 points.
Should members of the Native American church be allowed to smoke peyote at religious ceremonies? Can a public high school invite a rabbi to give a benediction and convocation at graduation? Should a state legislator rely on his or her religious convictions in forming a view about the legality of capital punishment or abortion? This course divides these questions into three subject areas: religious liberty, separation of church and state, and the role of religion in public and political life. It focuses on how the Supreme Court has dealt with these areas and, more important, invites students to construct a new vision of the proper relationship among religion, state, and society in a 20th-century liberal constitutional democracy.
First Amendment Freedom of Expression
V50.0235 Solomon. 4 points.
Conflicts over freedom of speech erupt into public debate almost every week. Congress passes a law to purge indecency from online communications. A tobacco company sues a major television network for libel. Press disclosures threaten the fair-trial rights of defendants in the Oklahoma City bombing trial. Although the First Amendment appears on its face to prohibit any governmental restrictions on speech, the Supreme Court in fact balances free and open expression against other vital interests of society. This course begins by examining the struggle against 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.

Disease and History
V50.0265 Hull. 4 points.
This seminar focuses on the historical dimensions of several major epidemics that profoundly affected human societies in Europe, Asia, Africa, and the Americas. Students identify each epidemic and explore its causes, origins, means of transmission, efforts at containment, and impacts on societies, particularly on their cultural development. Students examine representations of the epidemic in the arts, media, and literature of the period, as well as assess the effects of each disease on demographics, religions, economies, and lifestyles. To what extent did an epidemic, or plague, accelerate or retard fundamental changes in human relationships within societies and between them, and the ways people viewed themselves and their universe? Students read and discuss several core texts and write a short response paper on each. They also write a brief paper on a disease of their choice and discuss their findings in class.

The Crusades and Their Legacy
V50.0296 Claster. 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?
V50.0306 Castañeda. 4 points.
This seminar focuses on several aspects of Latin America’s problems in the past and their possible solutions today. It 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 take-off 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, there are readings dealing with its political, economic, and cultural dimensions in both past and present.

Literary Theory and Its Applications
V50.0355 Maynard. 4 points.
Students in this seminar read a selection of essays from major thinkers about literature, mainly from the latter half of the 20th century, to learn to consider different approaches to literature. They complete the course by preparing a discussion of a work of literature using one or more of the conceptual approaches they have studied. Emphasis is placed on learning how to analyze theoretical problems and improvise in applying them to new situations. Recommended for students interested in any area of the humanities.

From Mind to Brain and Back Again
V50.0357 LeDoux. 4 points.
What is mind? Is it a system of impulses or something changeable? This paraphrase of a Bart Simpson remark captures one of the great debates in history: to what extent are we hard-wired as opposed to shaped by experience? Several hundred years ago, fundamental questions such as these were addressed by philosophers. The birth of psychology in the late 19th century gave us ways of studying the mind scientifically rather than simply speculating about it. Modern neuroscience gives us a new approach, one in which we use discoveries about the brain to understand who we are and why we are that way. What have we learned? And does this approach enhance (or diminish) our sense of who we are? In this course, we address these questions, looking at the issues both historically and in terms of modern discoveries. We use the topic of emotions, and their relation to the brain, as a window on the broader problem of mind and brain.
Welcome to College: The Novel
V50.0371 Sternhell. 4 points.
Starting college can be exhilarating—and terrifying. A chance for intellectual enlightenment—or intense loneliness. An escape from a stuﬁng 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.

Computational Thought
V50.0385 Shasha. 4 points.
Prerequisite: AP calculus, discrete mathematics, or some programming experience.
Computational technology and methods lie at the core of modern science, commerce, entertainment, and, regrettably, war. There are very powerful ideas underlying the ﬁeld that have 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
V50.0393 Falter. 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
V50.0397 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
V50.0398 Berman. 4 points.
Alexis de Tocqueville published Democracy in America in two volumes, in 1835 and 1840. These 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
V50.0400 Baur. 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 get to know, or want to be with? Whom you remember and whom 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.
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 11 courses, as laid out below.

**Two introductory courses** (can be taken in any order):
- Concepts in Social and Cultural Analysis (V18.0001)
- Approaches to Gender and Sexuality Studies (V18.0401)

**Seven elective courses:**
- Five designated gender and sexuality studies courses
- Two common electives: a list will be available each semester

**Two research courses:**
- Gender and sexuality studies-related Internship Fieldwork (V18.0040, V18.0042)
- Senior Research Seminar (V18.0090), pertinent to gender and sexuality studies

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

**MINOR**

A gender and sexuality studies minor requires 20 points (five courses). Minors must complete Approaches to Gender and Sexuality Studies (V18.0401).

**HONORS**

Majors who have completed 48 points of graded work in CAS and have a 3.65 GPA or higher (overall and in the major) are encouraged to register for Honors (V18.0092) in the first semester of their senior year. Upon successful completion of the course requirements, students will be eligible to register for the second semester of the course: Honors (V18.0093). Information about honors can be found at [http://sca.as.nyu.edu/object/sca.related.honors](http://sca.as.nyu.edu/object/sca.related.honors).
Courses

INTRODUCTORY CORE

Concepts in Social and Cultural Analysis
V18.0001  4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focused 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
V18.0401  Interaction: Gender, Race, and Sexuality in U.S. History and Politics (V18.0230) will substitute for this course. Offered at least once a year. 4 points.
Designed to interest and challenge both the student new to the study of gender and sexuality and the student who has taken departmental courses focusing on women, gender, and/or sexuality. Through a focus on particular issues and topics, explores the construction of sex, gender, and sexuality; gender asymmetry in society; sexual normativity and violations of norms; and the interactions of sex, gender, sexuality, race, class, and nation. This interdisciplinary course engages materials and methodologies from a range of media and disciplines, such as literature, the visual arts, history, sociology, psychology, and anthropology. Examines both feminist and non-feminist arguments from a variety of critical perspectives.

RESEARCH CORE

Senior Research Seminar
V18.0090  Prerequisite: V18.0401. Offered in the fall. 4 points.
An advanced research course in gender and sexuality studies, which culminates in each student completing an extended research paper that makes use of various 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.

INTERNETION PROGRAM

Internship Fieldwork
V18.0040  Corequisite: V18.0042.  Ten hours of fieldwork are required.  2 points.
The internship program complements and enhances the formal course work of the gender and sexuality majors. Students intern at agencies dealing with a range of issues pertaining to gender and sexuality and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in exploring professional career paths. Open to juniors and seniors. Interview and permission of the director of internships required.

ELECTIVE COURSES

Intersections: Gender, Race, and Sexuality in U.S. History and Politics
V18.0230  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
V18.0450  Prerequisite: V18.0401 or permission of the instructor.  4 points.
Develops concepts of queerness and queer cultures through historical and theoretical research. Topics might include the historical shift from an emphasis on homosexual acts to homosexual persons; the history of the study of gays and lesbians by the medical, psychology, and sexology professions; intersections of race, ethnicity, class, gender, sex, and sexual orientation in literary and visual texts; homophobia; hate crimes; outing; activism; and performativity.

Gender, Identity, and Society in the Middle East
V18.0470  Identical to V77.0729. Prerequisites: V18.0401 and one of the following: V18.0001, an introductory-level course in the social sciences, or permission of the instructor.  4 points.
Explores the historical and contemporary conditions of Middle Eastern women, including the effects of colonialism, decolonization, nationalism, revolution, and war. Looks at the political economies, religious movements, and cultural norms that seek to define, restrict, or expand women’s roles and rights. Interrogates the ways in which different groups of Middle Eastern women express themselves, struggle for their lives, and negotiate their identities.

Theories of Gender and Sexuality
V18.0472  Prerequisite: V18.0401, V93.0021, or permission of the instructor. Offered every year.  4 points.
Allows students to explore theoretical issues in gender and sexuality studies on an advanced level. Theoretical arenas vary and may include feminist theory; queer theory; psychoanalysis; postcolonial theory; border theory; social movements; postmodernism; performativity; theories of history, culture, and representation; intersectionality. See course schedule for current description.
Gender, Nation, and the Colonial Condition
V18.0480 Prerequisite: V18.0401 or permission of the instructor. 4 points.
Advanced-level course. An interdisciplinary and comparative inquiry into the historical and contemporary linkages between gender dynamics, the culture of nationalism, and the politics of colonialism on an international scale. Studies different perspectives on the national question—as a liberation movement, as a political ideology, and as a mechanism for inclusion/exclusion.

Queer Literature
V18.0482 Identical to V41.0749. Prerequisite: one course in literature, V18.0401, or permission of the instructor. 4 points.
Develops notions of queerness—deviation from a sexed and gendered norm—through detailed exploration of literary texts in a variety of genres. Historical period and national focus (British, American, Commonwealth) may vary; consult the schedule of classes for current focus.

Sex, Gender, and Globalization
V18.0484 Prerequisite: V18.0401 and one introductory social sciences course, or permission of the instructor. 4 points.
If pushed to choose a single term to describe this historical moment, many might choose “globalization” to describe the contemporary world. Everything seems to be ‘going global’—media, markets, movements. Have sex and gender ‘gone global’ as well? This course approaches this question by identifying key concepts and frameworks in the field of feminist geography. Specific issues include transnational queer communities, international reproductive politics, sex tourism, and cybersex.

Transgender: Histories, Identities, Politics
V18.0485 Identical to V14.0848. Prerequisite: V18.0401 and one of the following: V18.0001, an introductory-level course in the social sciences, or permission of the instructor. 4 points.
Investigates transgender identities, movements, and communities as they have arisen in particular historical, political, social, and cultural conditions. At the heart of this course is a series of questions about transgender’s origins, enabling functions, exclusions, problems, and possibilities.

Gender and Development: The Political Economy of Sex and Gender
V18.0486 Identical to V14.0849. Prerequisite: V18.0401 and one of the following: V18.0001, an introductory-level course in the social sciences, or permission of the instructor. 4 points.
Advanced-level course. Tackles development theory and the effects of development policies on people’s lives, including such questions as whether developmental policies are gender-neutral and whether the study of “development” should be the exclusive domain of the Third World. Examines the intellectual roots of development theory to understand how this socio-economic process has been conceptualized and implemented.

Sexual Rights, Sexual Wrongs: Sex Work, Pornography, and Other Controversies
V18.0487 Prerequisite: V18.0401. 4 points.
Introduces undergraduate students to the central concepts of “sexual rights,” which have emerged recently from both community action and multidisciplinary academic perspectives. Through an exploration of academic, legal, and activist perspectives, students are encouraged to formulate analyses of a variety of themes, such as women’s sexual rights, migration and sexuality, heterosexuality, HIV and public health, gay/lesbian/bisexual/transgender rights, sex work, and pornography and the “sex wars.”

Topics in Gender and Sexuality Studies
V18.0493 Offered every semester. 4 points.
In-depth study of a particular problem or research area within gender and sexuality studies. See course schedule for current topic.

Independent Study
V18.0496 (fall), V18.0497 (spring). Prerequisite: permission of the director of undergraduate studies. 2 or 4 points per term.

RELATED COURSES

Sex and Gender
V18.0704 Identical to V93.0021. 4 points.
See description under Sociology (93).

Family and Kinship
V18.0705 Identical to V14.0041. 4 points.
See description under Anthropology (14).

Sex, Gender, and Language
V18.0712 Identical to V61.0021. 4 points.
See description under Linguistics (61).

Gay and Lesbian Theatre
V18.0714 Identical to V30.0137, H28.0624, 4 points.
See description under Dramatic Literature (30).

Women in European Society Since 1750
V18.0716 Identical to V57.0196. Nolan. 4 points.
See description under History (57).

Social Movements, Protest, and Conflict
V18.0717 Identical to V93.0203. 4 points.
See description under Sociology (93).

Gender and Choices
V18.0719 Identical to V31.0252, C31.0252. Prerequisite: V31.0002. 4 points.
See description under Economics (31).

Law and Society
V18.0722 Identical to V53.0333. Harrington. 4 points.
See description under Politics (53).

Gender in Law
V18.0723 Identical to V53.0336. 4 points.
See description under Politics (53).
The Family
V18.0724 Identical to V93.0451.
4 points.
See description under Sociology (93).

Sexual Diversity in Society
V18.0725 Identical to V93.0511.
4 points.
See description under Sociology (93).

Feminism and Theatre
See description under Dramatic Literature (30).

Gender in U.S. History Since
the Civil War
V18.0727 Identical to V57.0635.
Prerequisite: permission of the instructor. 4 points.
See description under History (57).

Women’s Writing in Latin America
V18.0728 Identical to V95.0640.
Taught in Spanish. 4 points.
See description under Spanish and Portuguese Languages and Literature (95).

Women and Slavery in the Americas
V18.0730 Identical to V57.0660.
4 points.
See description under History (57).

Women and War:
Contemporary Arabic Literature
and Film
V18.0731 Identical to V77.0714, V29.0714. 4 points.
See description under Middle Eastern and Islamic Studies (77).

Gender and Judaism
V18.0732 Identical to V78.0718, V90.0815. 4 points.
See description under Hebrew and Judaic Studies (78).

Women and the Media
V18.0733 Identical to V54.0720.
4 points.
See description under Journalism (54).

Representations of Women
V18.0734 Identical to V41.0735.
4 points.
See description under English (41).

Israeli Women Writers: The
Second Wave
V18.0735 Identical to V78.0783.
Taught in Hebrew. 4 points.
See description under Hebrew and Judaic Studies (78).

Seminar: Women and Islamic Law
V18.0736 Identical to V77.0783.
4 points.
See description under Middle Eastern and Islamic Studies (77).

Topics in Women’s History
V18.0737 Identical to V57.0820.
4 points.
See description under History (57).

Women Writers in France
V18.0740 Identical to V45.0935.
When conducted in English, this course is numbered V97.0835 and is identical to V45.0835. 4 points.
See description under French (45).
The department’s undergraduate program offers a broad range of courses in the language, cultures, and literatures of German-speaking countries. The department offers a major in German literature and culture, a joint major in German and linguistics, and a minor in German language.

Along with its German language program, the department offers interdisciplinary courses taught in English that address issues of German culture, history, philosophy, art, and literature for students who do not have German language skills.

The department sponsors the activities of the German Club, as well as a series of annual awards in recognition of outstanding achievement by undergraduate students in the study of German language and literature. Deutsches Haus, the German cultural center at NYU, provides a varied program of films, concerts, lectures, and exhibitions.

The Department of German places high priority on fostering personal contact between faculty and students, maintains relatively small class sizes (15 or fewer students, on average), and offers comfortable spaces for socializing, studying, and holding informal meetings. Advanced courses and some basic language courses are taught by full-time faculty members, all of whom are also involved in student advising.

**Faculty**

Professors Emeriti:
Becker, Guilloton, Herzfeld-Sander, Hüppauf, Sander

University Professor; Professor of Comparative Literature and German:
Ronell

Professors:
Baer, Goebel

Associate Professors:
Fleming, Ulfers

Assistant Professor:
Siegel

Assistant Professor/Faculty Fellow:
Kolarov

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 (V51.0004 or V51.0020). Students who have received equivalent language training elsewhere may satisfy the prerequisite through the departmental placement examination. Students who wish to major or minor in German must register with the department and have their programs approved by the director of undergraduate studies or the director of language programs. Majors and minors will be assigned a departmental adviser, usually the director of undergraduate studies, with whom they should consult before registering each semester.

**MAJOR PROGRAM**

**German literature and culture:**
The major consists of eight courses (32 points) at the 100 level or higher, three of which may be in English and represent a coherent area of concentration (such as history, politics, or philosophy); courses in English outside of the department must have approval of the program adviser. No courses
may be counted toward the requirements of another major or minor.

The eight courses are to be distributed as follows:

**Two required courses at the 100 level:**
- German Conversation and Composition (V51.0111)
- Introduction to German Literature (V51.0152)

**One optional third course at the 100 level,** chosen from the following:
- Advanced Composition and Grammar (V51.0114)
- German Culture 1890-1989 (V51.0153)
- Techniques of Translation (V51.0153)

**Five or six courses above the 100 level** (three of which may be in English)

Students are strongly encouraged to fulfill some of the program requirements through a semester of study abroad.

Students eligible for honors are required to pursue a two-semester, 8-point sequence, in which they take the Honors Seminar (V51.0999) in the fall and the Honors Thesis (V51.0350) in the spring of their senior year. (See “Honors Program,” below.) With the permission of the director of undergraduate studies, up to 4 points of independent study, work-study in Germany, or internship work may also be counted toward the major.

**MAJOR IN GERMAN AND LINGUISTICS**

The requirements are four courses beyond the intermediate level, consisting of an advanced conversation or composition course (V51.0111 or V51.0114); an advanced culture course (V51.0132, V51.0133, or V51.0143); Introduction to German Literature (V51.0152); and an additional advanced literature course, in German, to be selected from among departmental offerings. The linguistics part of this major may be satisfied by taking the following courses: an introductory course (V61.0001, V61.0002, or V61.0028), V61.0011, V61.0013, and two courses from two different areas including phonology, psycholinguistics, semantics, sociolinguistics, historical linguistics, or computational linguistics.

**MINOR PROGRAM**

The minor program requires 20 points of course work in German, including at least two courses at the 100 level or above. Courses taught in English and independent studies do not count toward the minor.

**COMBINED B.A./M.A. PROGRAM IN GERMAN**

The B.A./M.A. program in German is designed to prepare undergraduate students for career choices requiring advanced knowledge of German language, literature, and culture or a sophisticated understanding of the German intellectual and critical traditions. The four-year undergraduate component of the program includes one semester of study abroad and leads to the B.A. degree. Students in this portion of the program develop their language skills and cultural awareness and examine significant works and authors of German literature.

**Eligibility**

Students must have completed 48 points of credit of undergraduate work, with at least 16 of these points completed at NYU, and have been approved by the director of undergraduate studies for application to the combined degree program. Students must also meet the following minimum requirements for admission to the program:

- Primary major in German
- GPA of at least 3.5 overall and at least 3.6 in German
- Satisfactory completion at NYU, by the start of the first semester in the program, of at least two 4-point courses in German at the advanced level
- Evidence of overall language competency in German sufficient for successful advanced undergraduate and graduate study

**Degree Requirements**

**Study abroad:** Undergraduates accepted into the program are required to spend at least one semester studying abroad in one of the NYU exchange programs in a German-speaking country. The study abroad requirement may be waived by the department in consideration of special circumstances. Summer study in an approved program may be used to satisfy the study abroad requirement.

**Master’s thesis:** Students are required at the end of the fifth year of the program to submit a master’s thesis, which should represent the culmination of a longer-term research effort.

**GENERAL INFORMATION**

**Program approval and advising:** Students who wish to major 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 programs in Berlin (Freie or Humboldt University), Bonn, or Vienna. NYU financial aid can be applied to the costs of living and studying at any of these exchange institutions, and NYU academic credit is awarded directly for courses taken. Students may study abroad for one semester or a full year, usually in the junior year, with the approval of the major department(s) and the assistant dean for international study. The minimum requirement for any of the exchange programs is successful completion of 44 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, located in the heart of the city. Course offerings focus on the society, politics, history, and culture of Germany, as well as contemporary Western Europe. The program features NYU courses, taught by NYU faculty, members of the Humboldt faculty, and Berlin’s wider academic community. The
Courses

Placement: All students with previous study of German should take a placement examination before registering for their first courses in those languages; see “Placement Examinations” in the Academic Policies section of this bulletin. The departmental placement process consists of a consultation with the director of language programs to choose the level of instruction most appropriate to the individual student’s needs and abilities.

Language requirement: The department offers courses allowing students to complete the College of Arts and Science language requirement in German. Students may choose either the extensive sequence of four 4-point courses or the intensive sequence of two 6-point courses. Students planning to major in German are advised to follow the intensive sequence.

BASIC LANGUAGE COURSES IN GERMAN

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

EXTENSIVE SEQUENCE

Intermediate German I
V51.0003 Prerequisite: V51.0002. Continuation of V51.0002. Assignment by placement examination, or permission of the department. Offered every semester. 4 points.

Intermediate German II
V51.0020 Prerequisite: V51.0010. Assignment by placement examination, or permission of the department. Minimum grade of B in elementary German. Offered every semester. 6 points.

INTENSIVE SEQUENCE

Intensive Elementary German
V51.0010 Open to students with no previous training in German and to others on assignment by placement examination or with permission of the department. Offered every semester. 6 points.

Completes the equivalent of a year’s elementary work (V51.0001 and V51.0002) in one semester. Emphasizes spoken and written communication skills. Introduces students to the basic conventions, idioms, and structures of contemporary spoken German.

Intensive 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: Students must register for Honors Seminar (V51.0999) in the fall and Honors Thesis (V51.0500) 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.
Completes the equivalent of a year's intermediate work (V51.0003 and V51.0004) in one semester. Continuing emphasis on developing spoken and written communication skills. Students learn more advanced features of the language and begin to read longer and more complex texts.

**POSTINTERMEDIATE COURSES IN LANGUAGE, CULTURE, AND LITERATURE (100 LEVEL)**

These are "bridge" courses between basic language study and more advanced courses. The common goal of courses at this level is to consolidate students' command of spoken and written German, to review advanced structures of the language, and to provide core information that will be needed in advanced study of literature and culture. Particular emphasis is placed on the development of complex reading and writing skills and their integration with speaking skills. All courses at this level are conducted in German. All German courses at the 100 level require successful completion of V51.0004 or V51.0020, or permission of the department.

**German Conversation and Composition**

V51.0111 Offered every year. 4 points.

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

**Advanced Composition and Grammar**

V51.0114 Offered periodically. 4 points.

Improves students' proficiency in writing German at an advanced level. Students develop skills in the functional areas of analysis, interpretation, and argumentation. The composition endeavor is structured 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.

**Advanced Composition and Grammar**

V51.0114 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 minor in German literature in translation. Many of these courses are cross-listed with other NYU departments or programs. No knowledge of German is required for courses at this level, and there are no prerequisites.

**Introduction to German Literature**

V51.0220 Offered periodically. 4 points.

Examines the work of three seminal authors by focusing on their notions of interpretation, history, subjectivity, politics, religion, and art. The seminar does not present their work chronologically, but rather creates a dialogue between the authors around each topic and, thereby, delineates the origins of much modern thought.

**The German Intellectual Tradition**

V51.0244 Offered periodically. 4 points.

Designed to familiarize students with the major currents of German intellectual and literary history. Organized thematically, concep-
ally, or according to the trajectories associated with crucial thinkers. Special emphasis is placed on the impact those thinkers have had on literary and aesthetic phenomena.

**Introduction to Theory**
V51.0249 Offered periodically. 4 points.
Focuses on crucial theoretical developments in German literary and philosophical discourses. Introduces students to contemporary theoretical issues at the forefront of academic debate and seeks to give students a sense of ground and foundation in terms of the origins of current discussions. Includes considerations of literary phenomena, critical legal studies, feminist and deconstructive theories, the Frankfurt School, and psychoanalysis.

**Topics in German Cinema**
V51.0253 Offered periodically. 4 points.
Introduces special topics in acquainting students with significant contributions emerging from the German cinematic tradition. Selections are studied generically, thematically, or by historical period. Emphasis is also placed on issues of film analysis and theory. Possible course topics are new German cinema, film and feminism, early German film, and film and nationalism.

**Modernism**
V51.0265 Offered periodically. 4 points.
Focuses on the emergence of mass culture and shows how the modernist and avant-garde movements question the very institution of art in work. Materials include works of literature, theory, film, and the visual arts.

**Madness and Genius**
V51.0285 Offered periodically. 4 points.
Explores the relationship among talent, inspiration, and psychological instability in works of the 19th and 20th centuries. Considers the link between inspiration and possession, Western culture’s valorization of originality, the political purpose of characterizing originality as psychologically transgressive, and the allegorization of the creative process through depictions of madness.

**Topics in 19th-Century Literature**
V51.0297 Identical to V29.0180. Offered periodically. 4 points.

**Topics in 20th-Century Literature**
V51.0298 Offered periodically. 4 points.

**ADVANCED LITERATURE AND CULTURE COURSES CONDUCTED IN GERMAN (300 LEVEL)**
Courses at this level provide a broad historical overview of specific periods in German 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 V51.0152 or the equivalent before enrolling in courses at the 300 level.

**Romanticism**
V51.0349 Offered periodically. 4 points.
Traces the development of romanticism in Germany in the period 1789-1830. Examines the philosophy of idealism and its aesthetic effect on the various phases of the romantic movements. Considers the Jena, Heidelberg, and Berlin schools in light of their works and their artistic and sociopolitical theories. Representative writings include poetry, novellas, fairy tales, and essays.

**German Literature of the 19th Century**
V51.0355 Offered periodically. 4 points.
Study of German prose and drama from the end of romanticism to the development of expressionism before the turn of the century. Selected texts deal with poetic realism, the rise of new literary forms leading to naturalism, and Austrian and German manifestations of impressionism and expressionism.

**20th-Century German Prose**
V51.0366 Offered periodically. 4 points.
Investigates significant prose texts of German-language authors from 1900 to the present. Genres discussed include the short story, the novella, and the novel.

**Post-1945 German Literature**
V51.0369 Offered periodically. 4 points.
Examines works by some of the major German-language writers in the decades following World War II. Concerned with the historical and intellectual background of the period and the confrontation with both the past and the future in representative works.

**Modern German Drama**
V51.0377 Offered periodically. 4 points.
Development of German-language drama from the early plays of Brecht. Concerns include political motivations of dramatic development, problems in writing 20th-century tragedy, meaning of the grotesque and the absurd, and neounrealist elements.

**German Poetry**
V51.0385 Offered periodically. 4 points.
Survey of significant authors and developments in German poetry, with emphasis on the 19th and 20th centuries. Traces basic themes and examines narrative, dramatic, and lyric structures in poetry.

**ADVANCED SEMINARS CONDUCTED IN GERMAN (400 LEVEL)**
These courses examine authors, groups of works, and intellectual, aesthetic, and social movements of particular significance in the development of German literature and culture. These courses have a narrower focus than do those at the 300 level; the emphasis is on in-depth examination rather than on overview. Readings are longer and more linguistically demanding than those used at the previous level. Language work focuses on conjecture and the expression of abstract concepts, in both written and spoken German.
Goethe
V51.0455 Offered periodically. 4 points.
Examines Goethe as the pivotal literary figure of his time. Considers Goethe’s prose, poetry, and drama from the late Enlightenment through storm and stress to classicism and beyond.

The Age of Goethe
V51.0456 Offered periodically. 4 points.
Examines German reaction to the Enlightenment in the literature of storm and stress and of classicism. Considers irrationalism, social protest, and Humanitätsdichtung as successive stages of the expansion of consciousness in an age in which Goethe was the central, but not the only significant, literary figure. Readings include Herder, Von der Ursprue der Völker and selected poems; Lenz, ‘Die Soldaten’; Schiller, ‘Die Räuber, Kabale und Liebe, Maria Stuart, and selected poems; and Hölderlin, selected poems.

Faust
V51.0457 Offered periodically. 4 points.
Examines the figure of Faust in legend and literature, beginning with its first appearance in the 16th century. Discussion of the influence of Faust in German and other European literary traditions. Readings include excerpts from the 1587 Historia von D. Johann Fausten; Goethe’s Urfaust and excerpts from his later dramatic versions (Faust, Ein Fragment; Faust I and II); and Thomas Mann’s Doktor Faustus.

Literature of the Weimar Period
V51.0468 Offered periodically. 4 points.
The chaotic Weimar period (1918-1933) began with a revolution and ended with the takeover by the Nazis. During these few years, German modernism evolved from expressionism to the aesthetics of New Sobriety (Neue Sachlichkeit). From the more traditional (Thomas Mann, Hermann Hesse) to the experimental and revolutionary ( Bertolt Brecht, Anna Seghers), the works of this period draw into question its subsequent glorification as the golden ‘20s. Readings include works by Brecht, Hesse, Rohr, Seghers, Klaus Mann, and Thomas Mann.

Minority Discourses
V51.0475 Offered periodically. 4 points.
In recent years, literary productions have emerged that fall under the heading of “minority” literatures, often understood as texts written in German by so-called foreigners. This course examines this notion critically and also analyzes the impact of individual works in relation to current debates on multiculturalism, integration, and national identity.

Seminar on 19th-Century Authors
V51.0487 Offered periodically. 4 points.

Seminar on 20th-Century Authors
V51.0488 Offered periodically. 4 points.
Each of these courses provides advanced students of German with an in-depth knowledge of one major author of either the 19th or 20th century. Works of the chosen author are examined in terms of how he or she contributes to, and possibly challenges, prevailing aesthetic, political, and cultural trends of his or her time.

HONORS AND INDEPENDENT STUDY

Honors Thesis
V51.0500 Prerequisite: permission of the department. Offered in the spring. 4 points.

Honors Seminar
V51.0999 Prerequisite: permission of the department. Offered in the fall. 4 points.
Advanced seminar for honors students.

Internship
V51.0977,0978 Prerequisite: permission of the department. Offered periodically. 2 or 4 points per term.
Consult the director of undergraduate studies for information.

Independent Study
V51.0990 Prerequisite: permission of the department. May be repeated for credit. Offered every semester. 2 to 4 points.

GRADUATE COURSES OPEN TO UNDERGRADUATES

Graduate courses offered by the department are open to seniors with the permission of the director of undergraduate studies and the professor of the course. A student wishing to take a graduate course conducted in German must be able to demonstrate sufficiently advanced German language ability.
The Skirball Department of Hebrew and Judaic Studies presents an integrated program in Hebrew language and literature together with a full range of offerings in Jewish history, literature, thought, and culture. Students may major or minor in Jewish history and civilization. An honors program offers advanced seminars and graduate courses on special topics. Courses are taught by a diverse faculty whose areas of expertise include biblical and ancient Near Eastern studies; postbiblical and Talmudic literature; medieval and modern Hebrew literature; medieval and modern Jewish philosophy and religious thought; Jewish mysticism; history of the Jews in the ancient, medieval, and modern periods; the Holocaust; and the State of Israel. Courses given by Dorot Teaching Fellows enrich the offerings of the permanent faculty.

The Skirball Department sponsors a wide range of conferences, lectures, and colloquia that expose students to current research and thought in the various areas of Jewish studies. Many special programs are conducted by the Taub Center for Israel Studies and the Goldstein-Goren Center for the Study of American Jewry, which are headed by members of the department. The department also collaborates closely with the Departments of History, English, Classics, Comparative Literature, Social and Cultural Analysis, and Middle Eastern and Islamic Studies, as well as with the Kevorkian Center for Near Eastern Studies and the Programs in Ancient Near Eastern and Egyptian 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:
Ivy, Levine
Ethel and Irvin A. Edelman
Maurice R. and Corinne P. Greenberg Professor of Holocaust Studies:
Engel

Abraham I. Katsh Professor of Hebrew Culture and Education:
Feldman
Judge Abraham Lieberman
Professor of Hebrew and Judaic Studies:
Wolfson
S. H. and Helen R. Scheuer
Professor of Hebrew and Judaic Studies:
Chazan

Skirball Professor of Bible and Near Eastern Studies:
Smith
Skirball Professor of Modern Jewish History:
Kaplan
Skirball Professor of Talmud and Rabbinic Literature:
Rubenstein
Program

MAJOR
Major in Jewish history and civilization: Students must complete nine courses on the history, culture, and civilization of the Jews, with at least one course each in the biblical, ancient/rabbinic, medieval, and modern periods. They must also demonstrate proficiency in Hebrew language equivalent to Intermediate Hebrew II (V78.0004).

MINOR
Minor in Jewish history and civilization: Students must complete at least four courses in Jewish history and civilization.

HONORS PROGRAM
Students who have been in residence at New York University for at least two full years, have completed 64 points of graded work, and maintained GPAs (overall and major) of at least 3.65 may apply for the honors program. As part of their major requirements, honors students must complete at least two graduate courses or honors seminars in the department. In addition to the major requirements, students must register for Independent Study (V78.0997 or V78.0998, 4 points) for the purpose of writing an honors thesis under the supervision of a department faculty member. The subject of the honors thesis and the faculty adviser are to be chosen in consultation with the director of undergraduate studies.

Courses

HEBREW LANGUAGE COURSES
The Morse Academic Plan language requirement can be fulfilled by completion of either the standard four-semester sequence of Elementary and Intermediate Hebrew (V78.0001-0004) or the three-semester sequence of Intensive Elementary Hebrew (V78.0006) followed by Intermediate Hebrew I and II (V78.0003,0004).

All students wishing to enroll in a Hebrew language course must take a placement examination whether they have studied Hebrew previously or not. Placement of students in Hebrew language courses is explained in the Academic Policies section of this bulletin under the heading “Placement Examinations.” Under no circumstances may students decide on their own in which level of Hebrew they belong.

INTRODUCTORY LANGUAGE COURSES

Elementary Hebrew I
V78.0001 Identical to V77.0301.
Offered every semester. 4 points.
Active introduction to modern Hebrew as it is spoken and written in Israel today. Presents the essentials of Hebrew grammar, combining the oral-aural approach with formal grammatical concepts. Reinforces learning by reading of graded texts. Emphasizes the acquisition of idiomatic conversational vocabulary and language patterns.

Elementary Hebrew II
V78.0002 Identical to V77.0302.
Offered every semester. 4 points.
Continuation of V78.0001. Open to students who have completed V78.0001 or who have been placed at this level through the placement examination. For description, see Elementary Hebrew I (V78.0001).

Intermediate Hebrew I
V78.0003 Identical to V77.0303.
Offered every semester. 4 points.
Open to students who have completed V78.0002 or V78.0005, or those who have been placed at this level through the placement examination. Builds on skills acquired in Elementary Hebrew I and II and develops a deepening command of all linguistic skills. Modern literary and expository texts are read to expand vocabulary and grammatical knowledge, with conversation and composition exercises built around the texts. Introduces selections from Israeli media. Addresses the relationship between classical and modern Hebrew.

Intermediate Hebrew II
V78.0004 Identical to V77.0304.
Offered every semester. 4 points.
Continuation of V78.0003. Open to students who have completed V78.0003 or who have been placed at this level through the placement examination. For description, see Intermediate Hebrew I (V78.0003).
Intensive Elementary Hebrew
V78.0005 Identical to V77.0311. Offered irregularly. 6 points.
Completes the equivalent of a full year of elementary Hebrew in one semester. For description, see Elementary Hebrew I and II (V78.0001, 0002).

ADVANCED LANGUAGE COURSES
A prerequisite for all advanced language courses is V78.0004 or the equivalent.

Advanced Hebrew: Conversation and Composition
V78.0011 Offered every other year. 4 points.
Aimed at training students in exact and idiomatic Hebrew usage and at acquiring facility of expression in both conversation and writing. Reading and discussion of selections from Hebrew prose, poetry, and current periodical literature.

Advanced Hebrew: Structure of Modern Hebrew Grammar
V78.0012 Offered every other year. 4 points.
Designed to provide a thorough grounding in Hebrew grammar with special emphasis on phonology, morphology, and syntax. Concentrated study of vocalization, accentuation, declensions, conjugations, and classification of verbs.

Advanced Hebrew: Writing and Reading Contemporary Hebrew
V78.0013 Offered every other year. 4 points.
Reading and discussion of modern literary and expository works. Focuses on the many stylistic registers that modern Hebrew has developed. Intended to train students in fluent expository writing and advanced reading comprehension, concentrating on Hebrew idiom and vocabulary, emphasizing literary form and style of composition.

Intermediate Yiddish
V78.0016 Offered every summer. 4 points.
Open to students who have been placed at this level through placement examination. Builds on elementary Yiddish skills and develops a deepening command of all linguistic skills. Literary texts are read to expand vocabulary and grammatical knowledge, with written and oral exercises built around the texts. Addresses the relationship between standard and spoken Yiddish.

Intermediate Yiddish II
V78.0017 Offered every summer. 4 points.
Continuation of V78.0016. Open to students who have completed V78.0016 or who have been placed at this level through the placement examination. For description, see Intermediate Yiddish I (V78.0016).

Advanced Yiddish
V78.0026 Offered every summer. 4 points.
Aimed at training students in correct Yiddish usage and at acquiring facility of expression in both conversation and writing. Reading and discussion of literary works and periodical literature.

Hebrew of the Israeli Communications Media
V78.0075 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
V78.0078 In Hebrew. Feldman. Offered every other year. 4 points.
Developments in the perception of the "Other" from 1948 to the present in ideologically engaged literature.

Literature of the Holocaust
V78.0690 In Hebrew. Feldman. Offered every other year. 4 points.
Examines representations of the Holocaust in Hebrew fiction/poetry. Among issues to be explored are the differences between responses of the Jewish community in Palestine at the time of the event and later reconstruction by survivors and witnesses, and the new perspectives added since the 1980s by children of survivors, who have made the Holocaust a central topic in contemporary Israeli culture.

Advanced Readings in Modern Hebrew Literature
V78.0782 In Hebrew. Feldman. Offered every other year. 4 points.
In-depth study of selected masterpieces by 20th-century Hebrew writers. Appreciation of artistic achievements against the sociohistorical background and general cultural currents of the period. Selections include fiction, poetry, and literary criticism by and about several of the following writers: Agnon, Brenner, Gnessin, Yizhar, Alterman, Bialik, and Greenberg.

Israel Women Writers: The Second Wave
V78.0783 Identical to V18.0735. In Hebrew. Feldman. Offered every other year. 4 points.
In 1997, books by women writers reached the top of Israel's best-seller list for the first time ever. What made the contemporary boom in Israeli women's fiction possible? This course explores the place of national ideologies in Israeli culture and their conflict with feminist aspirations. Readings include writings by Israeli women, with special emphasis on the so-called second wave of the 1980s and 1990s through the present.

MODERN HEBREW LITERATURE IN TRANSLATION

From Hebrew to Israeli Literature
V78.0076 Identical to V77.0713. Feldman. Offered every third year. 4 points.
Comprehensive introduction to representative works of modern Hebrew literature from the writers of the Hebrew national renaissance of the late 19th century to the present. Focuses on thematic and structural analysis of texts in light of social and intellectual movements of the period. Readings include selections from Peretz, Berdichevsky, Ahad Ha'am, Gnessin, Brenner, Agnon, Hazaz, Yehoshua, and Appelfeld.
Israel: Fact Through Fiction
V78.0780 Identical to V77.0698. Feldman. Offered every other year. 4 points.
Clashes between ideology and reality in the State of Israel. Eastern and Western cultures and the human impact of different sociopolitical structures in Israel are considered primarily through translations from works by Yizhar, Yehoshua, Kahan-Carmon, Hareven, Oz, Amichai, Avidan, and Almog.

JEWISH HISTORY AND CIVILIZATION

Ancient Israel
V55.0514 Fleming, Smith. Offered every semester. 4 points.
See description under Foundations of Contemporary Culture (55).

Sex, Gender, and the Bible
V78.0019 Identical to V90.0019. Feldman. Offered every third year. 4 points.
Investigates a series of problems regarding the mutual constitution of male and female in the Hebrew Bible. Through close readings of a range of biblical texts (narrative, law, wisdom literature), we address such issues as the absence of the goddess in monotheism, the literary representation of women and men, the construction of gender ideals, and the legislation of sex and bodily purity.

The Bible as Literature
V78.0023 Identical to V90.0023. Offered periodically. 4 points.
Over the past few decades, many readers have come to a fuller appreciation of the emotional and imaginative power of the Bible’s narratives, which still speak with remarkable clarity to our own sensibilities, leading one critic to characterize the Bible as a “full-fledged kindred spirit” of modernism. The course pursues this “kindred spirit,” using a broadly literary approach as its guide.

While the focus is on narrative—the Pentateuch (Genesis to Deuteronomy) and the Former Prophets (Joshua to Kings), as well as shorter narrative books (Ruth, Jonah, and Esther)—it also studies Ecclesiastes and Job as ancient precursors to modern skepticism. Finally, it studies one modernist engagement with the Bible: Kafka’s Amerika.

History of Judaism: The Classical Period
V78.0100 Identical to V57.0109, V77.0680, V90.0680. Rubenstein, Schiffman. Offered every year. 4 points.
History of Judaism during its formative periods. Hellenistic Judaism, Jewish sectarianism, and the ultimate emergence of the rabbinic system of religion and law.

Modern Jewish History
V78.0105 Identical to V78.0099. Engel. Offered every year. 4 points.
Major developments in the history and culture of the Jews from the 16th to the 20th centuries, emphasizing the meanings of modernity in the Jewish context, differing paths to modern Jewish identity, and internal Jewish debates over the relative merits of modern and traditional Jewish values.

Foundations of the Christian-Jewish Argument
V78.0106 Identical to V65.0160, V90.0192. Chazan. Offered every other year. 4 points.
Illustrates the complexity of the relationship between Jews and Christians in the Middle Ages by examining both Christian and Jewish perspectives and delineating the variety of responses within each religious community to the other. The primary focus is on the European Middle Ages, but the origins of the argument a millennium earlier are also considered.

Judaism: From Medieval to Modern Times
V78.0111 Identical to V57.0098, V65.0683, V77.0680, V90.0683. Offered every year. 4 points.
Intellectual-historicalexamination of continuities and discontinuities between medieval and modern Judaism as revealed in selected texts produced during the last thousand years. Emphasis is placed on how the interactions of Jewish thinkers with the cultures of their surroundings affected their understandings of Judaism.

The Jews in Medieval Spain
V78.0113 Identical to V57.0549, V65.0913, V90.0113. Chazan. Offered every other year. 4 points.
The 700 years from the Muslim conquest of Spain in the eighth century to the expulsion of the Jews in 1492 saw the greatest levels of mutual toleration and coexistence among Jews, Christians, and Muslims achieved at any time during the Middle Ages. This course uses contemporary sources, from philosophical treatises to religious polemics to erotic love poetry, to introduce the history of this important Jewish community and its relationship to the Muslim and Christian societies that surrounded it. It considers economic, cultural, and religious interactions; mutual influence; and violent conflict.

Jews in the Islamic World in the Modern Period
V78.0114 Identical to V57.0521, V77.0616, V90.0610. Offered every third year. 4 points.
Presents a broad, chronologically organized survey of the history of the Jewish communities in the Middle East from the rise of the Ottoman Empire to the end of the 20th century. Topics include the organization and operation of Jewish communities; interaction between Jews and Muslims; the effects of the twin processes of modernization and Westernization on these communities; and the relocation of the vast majority of Middle Eastern Jewry to the State of Israel in the 20th century. The course concludes with a brief look at the Jewish communities that continue to live in the Middle East.

Biblical Archaeology
V78.0120 Identical to V90.0120. Fleming, Smith. Offered periodically. 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 histo-
ry and concentrates on the period from the exodus and conquest of the Land of Israel through the Babylonian exile.

**Ancient Near Eastern Mythology**

V78.0125  Identical to V77.0607, V90.0125. Fleming. Offered every third year. 4 points.

The myths of the ancient Near East represent the earliest literary expressions of human thought. Students in this class read myths from ancient Egypt, Mesopotamia, Ugarit, Anatolia, and Israel, studying the myths themselves as literary works as well as exploring the ideas and broader issues that shaped them. These myths, including both extensive literary masterpieces such as the Epic of Gilgamesh and shorter work such as the Flight of Etaen to Heaven, offer a window into the religious mentality of the ancient Near East, which in turn laid the foundation for many elements of modern Western culture.

**Modern Perspectives on the Bible**

V78.0126  Identical to V77.0809, V90.0809. Fleming, Smith. Offered every year. 4 points.

Introduces students to the modern study of the Bible from historical, literary, and archaeological points of view. Reading and analysis of texts in translation.

**The Dead Sea Scrolls, Judaism, and Christianity**

V78.0131  Identical to V90.0807, V77.0807. Schiffman. Offered every other 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**

V78.0133  Identical to V41.0711. 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**

V78.0134  Roth. Offered every third year. 4 points.

Ironically, the mummies, tombs, and pyramids that furnish most of our evidence for life in ancient Egypt can be understood only in the context of the Egyptians’ beliefs about death. The course surveys these beliefs and their evolution, examining translations of their mortuary texts and the art, artifacts, and architecture they created to deal with death. Thus, an interdisciplinary approach is then applied to the study of ancient Egyptian life and society.

**The Land of Israel Through the Ages**

V78.0141  Identical to V57.0540, V77.0609, V90.0609. 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**

V78.0160  Identical to V65.0025, V77.0800, V90.0102. Peters. Offered every other year. 4 points.

For course description, see under Religious Studies (90).

**American Jewish History**

V78.0172  Identical to V57.0689. Diner. Offered every other year. 4 points.

Study of the major events and personalities in American Jewish history since colonial times: the waves of Jewish immigration and development of the American Jewish community.

**Israel and American Jewry**

V78.0174  Offered every other year. 4 points.

Examines the relations between the Jewish community in Israel (including Palestine before the establishment of the state) and the American Jewish community from 1914 to 1992. Considers ideological issues (especially different views of Jewish collectivity), as well as political and diplomatic developments in the relations between Israel and the American Jewish community in the generation prior to the Six-Day War of 1967. Concludes with an examination of the internal Israeli political debates that have invoked the greatest concern among American Jews: the Law of Return, the peace process, and “Who is a Jew?”

**Jewish Migrations in the Modern Era**

V78.0176  Identical to V57.0809. Offered every other year. 4 points.

Explores international migration as a shaping force in modern Jewish history. Since the 17th century, Jews have been involved in an ongoing process of shifting residences en masse from and within Europe as well as from the Islamic lands. They have relocated to North and South America, South Africa, and Australia, as well as to Israel. This course explores many of the issues raised by the prominence of migration as a feature of modern Jewish migrations, including the similarities and differences between Jewish and non-Jewish migrations of the same time, the causes and structures of the migrations, and the impact of migration on the various aspects of integration in the receiving societies.

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

V78.0181  Zweig. 4 points.

Examines the interactions and relationships between the various Jewish ethnic groups in Israel: communities from the Middle East, North Africa, and Europe. The roots of ethnic identity are discussed, and the influences of modernization and nationalism are examined. Issues studied include the Zionist movement’s attitudes toward “negation of the diaspora,” the “melting-pot” approach to immigrant absorption during the 1950s and 1960s, the Sephardic protest, the identity struggle, ethnic politics and the emergence of the Shas Party, and the Russian and Ethiopian immigrations.
Zionism and the Origins of Israel
V78.0183 Identical to V90.0083. Engel, Zweig. Offered every year. 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
V78.0185 Identical to V57.0541. Diner. 4 points.
Explores the history of Jewish women in America. It asks how their experiences differed from those of Jewish women in Europe, from those of Jewish men in America, and from other American women. It examines the economic, religious, educational, and cultural patterns of Jewish women from the earliest settlement of Jews in America in the 17th century through recent decades.

Russian Jewish History
V78.0191 Estraikh. Offered every other year. 4 points.
This course 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
V78.0625 Identical to V41.0165. 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
V78.0653 Kaplan. Offered every other year. 4 points.
Approaches Jewish women’s history from the perspective of social history. Considers the normative role of women in Judaism. Surveys the roles of Jewish women in the Middle Ages and early modern Europe, using memoir sources and secondary literature. Most of the course focuses on Jewish women in modern Europe, analyzing their history in a variety of countries from the French Revolution through the period of Emancipation, the bourgeois 19th century, World War I, the interwar years, the Nazi era, and postwar Europe.

Jewish Life in Weimar and Nazi Germany
V78.0656 Kaplan. Offered every other year. 4 points.
Explores the interactions of Jews and other Germans during the Weimar Republic, noting the extraordinary successes of the Jews, as well as the increase in anti-Semitism between 1918 and 1933. Examines the rise of Nazism, popular support for an opposition to the regime, the persecution of the Jews, the role of bystanders, and the ways in which the Jewish victims reacted inside Germany.

Jews and Germans from Emancipation Through World War I
V78.0657 Identical to V57.0807. Kaplan. Offered every other year. 4 points.
Explores Jewish life in 19th-century Germany, looking particularly at the ways in which Jews and Germans interacted. Describes the Jews’ quest for emancipation, their economic profile, and their social lives. Changes within the Jewish community; debates over religious reform, integration, and identity; and the growing problem of anti-Semitism are discussed.

Soviet Jewish Life Through the Prism of Literature and Film
V78.0663 Estraikh. Offered every third year. 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
V78.0664 Estraikh. Offered every year. 4 points.
Introduction to the literary and cultural activity of modern Yiddish-speaking Jewish communities in Eastern Europe, the Soviet Union, and the United States from 1890 to 1950. Focuses on the distinct role that Yiddish played in modern Jewish culture during the first half of the 20th century, when the language was the vernacular of the majority of world Jewry. Examines how “Yiddish modernism” took shape in different places and spheres of activity during a period of extraordinary upheaval.

The Holocaust: The Third Reich and the Jews
V78.0685 Identical to V57.0808. Engel. Offered every year. 4 points.
Historical investigation of the evolution of Nazi policies toward Jews; of Jewish behavior in the face of those policies; and of the attitudes of other countries, both within and outside the Nazi orbit, for the situation of Jews under the rule of the Third Reich.

Jewish Life in Post-Holocaust Europe
V78.0689 Identical to V57.0018. Estraikh. Offered every year. 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 assimilation, Jewish-Christian relations, and various reactions to the Holocaust.

Jews and Other Minorities in Nazi Germany
V78.0720 Offered every three years. 4 points.
The destruction of European Jewry has been a focus in the study of Nazi extermination policies. This course looks at Nazi policies toward the Jewish people and examines how the “racial state” dealt with those it deemed “racially unfit” to belong to the German Volk. It considers the ways in which the Nazis sought to create a nation based on blood and race. It examines policies toward the “enemies” of the Third Reich, including Jews, Sinti and Roma (Gypsies), Afro-Germans, homosexuals, the physically and mentally disabled, and “asocials,” as well as how these policies interacted with each other. It also examines measures to delegitimize, isolate, rob, incarcerate, sterilize, and/or murder many of these minorities.

American Jewish Literature and Culture
V78.0779 Dinner. Offered every other year. 4 points.
Explores the body of imaginative literature (novels, short stories, poetry, and drama) written by American Jews. Links these literary works to the changing position of Jews within American society.

The Gender of Peace and War
V78.0784 Feldman. Offered every third year. 4 points.
Is there a “natural” fit between the sexes and the pacifist or military impulse? This question has been at the core of the discourse about women and peace ever since its inception in the 19th-century European peace movements. This course traces the history of this debate, placing it within the general theoretical discussion over essentialism versus social and cultural constructivism (or, more commonly, “nature” versus “nurture”). Readings include fiction, poetry, and essays by activists and theorists alike, from Europe, America, and the Middle East.

Topics in Jewish History and Literature: Talmud
V78.0184 Schiffman. 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
V78.0077 Identical to V90.0077. Gutleib, Wolfson. Offered every other year. 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
V78.0107 Identical to V90.0107. Gutleib. Offered every other year. 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
V78.0112 Wolfson. Offered every other year. 4 points.
Comprehensive treatment of the major intellectual currents in modern Jewish thought. Emphasizes the effects of modernity on traditional Judaism. Topics include Enlightenment and the rationalistic identity; the role of ethics in religion; the emergence of Reform, neo-Orthodox, and Conservative Judaism; liberal rationalist theology and the possibility of revelation; religious and secular Zionism; the Holocaust; and the creation of the modern State of Israel.

Early History of God
V78.0116 Identical to V90.0220. Fleming, Smith. Offered every year. 4 points.
Explores evidence concerning the appearance of monotheism in ancient Israel, including the Hebrew Bible, ancient writing from Israel and its neighbors, and a range of other artifacts. The premise of the course is that Israel was not alone in ascribing priority of power to a single god, and Israel’s result is comprehensible only in the context of these wider currents.

Jewish Ethics
V78.0117 Identical to V90.0117. Rubenstein. Offered every year. 4 points.
Surveys Jewish ethical perspectives on leading moral issues, including capital punishment; business ethics; self-sacrifice, martyrdom and suicide; truth and lying; the just war; abortion; euthanasia; birth control; and politics. Explores philosophical questions concerning the nature of ethics and methodological issues related to the use of Jewish sources. Examines classical Jewish texts (Bible, Talmud, and medieval codes) pertaining to ethical issues and discusses the range of ethical positions that may be based on the sources.

Religion, Magic, and the Jewish Tradition
V78.0212 Identical to V90.0212. Wolfson. Offered every third year. 4 points.
Examines models for understanding the nature of magic as a phenomenon in society and then applies those models to help understand the different kinds of magic in Jewish history from biblical times to the present.
Spinoza’s *Theological-Political Treatise* and Its Aftermath

V78.0424  Prerequisite: some background in medieval Jewish philosophy or early modern philosophy is recommended, though not mandatory.

Gottlieb. Offered periodically. 4 points.

An in-depth study of Spinoza’s main political work, the *Theological-Political Treatise*. Among the topics to be discussed are prophecy and prophets, miracles and laws of nature, Spinoza and biblical criticism, Spinoza’s view of the Jewish Law, his political theory, and the book’s influence on the Enlightenment.

Jewish Philosophy in the Medieval World

V78.0425  Identical to V90.0106, V65.0425, V83.0426. Gottlieb. Offered periodically. 4 points.

Readings (in translation) and analysis of representative selections from the writings of the major Jewish philosophers of the Middle Ages. Emphasizes the Kuzari of Yehuda Halevi and the *Guide to the Perplexed* of Moses Maimonides. Special attention is paid to the cultural context in which these works were produced.

Jewish Mysticism and Hasidism

V78.0430  Identical to V65.0430, V90.0104. Wolfson. Offered every year. 4 points.

Introduction to the history of the Kabbalah and Hasidism, emphasizing the impact of these ideas on the history of Judaism.

Modern Jewish Philosophy

V78.0640. Gottlieb, Wolfson. Offered every other year. 4 points.

Explores seminal debates about Judaism and Jewishness from the 18th century to today. Topics to be discussed include the existence of God, the authority of Jewish law, and Jewish chosenness. Special attention is paid to the impact of major historical and ideological developments, including Enlightenment and Emancipation, the Holocaust, the founding of the State of Israel, and feminism.

Gender and Judaism

V78.0718  Identical to V77.0807, V90.0815, V18.0732. Wolfson. Offered every other year. 4 points.

Investigates the ways in which Jews have constructed gender during the rabbinic, medieval, and modern periods. Examines the implication of these constructions for the religious and social lives of Jewish women and men.

Jewish Responses to Modernity: Religion and Nationalism

V78.0719  Identical to V90.0470. Wolfson. Offered every third year. 4 points.

Examination of the impact of modernity on Jewish life and institutions in the 18th and 19th centuries. Readings in English from the works of Moses Mendelssohn, Theodor Herzl, Simon Dubnow, and the leading figures of the early Reform, Conservative, and neo-Orthodox movements. The convergence and divergence of nationalist and universalist sentiments are studied.

**HONORS COURSES**

Seminar: Issues in Jewish History

V78.0800  Offered 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 includes an original research paper.

Honors Seminar: The Bible in Jewish Culture

V78.0801  Prerequisite: admission to the departmental honors program. Offered periodically. 4 points.

Exploration of the diverse roles played by the Hebrew Bible in constructions of Jewish identity and in cultural productions by Jews throughout the centuries. The Bible is examined, among other things, as a literary and artistic point of reference, a component of the Jewish education curriculum, a polemical tool, a reservoir of historical paradigms, and an object of modern scholarly study, as well as a source of Jewish religious norms and expressions. Differences between traditional and modern cultural uses of the Bible are highlighted.

Honors Seminar: Jewish Representations of Christianity

V78.0802  Prerequisite: admission to the departmental honors program. Offered every three years. 4 points.

Explores the various ways that Christianity has been represented in Jewish sources from late antiquity through the Middle Ages. Particular attention is paid to the complex interface of the two traditions and the polemical attempts to draw sharp lines distinguishing them. The exploration of the status of alterity is a key factor in determining the boundaries that set the contours of identity of a given group. In this way, studying the representation of Christianity in Jewish sources discloses much about the cultural formation of Judaism.

Note: additional honors courses are announced each year.

Independent Study

V78.0997,0998  Open to honors and nonhonors students. Prerequisite: permission of the instructor. Offered every semester. 1 to 6 points.
The Alexander S. Onassis Program in Hellenic Studies provides students with a comprehensive and interdisciplinary understanding of the language, literature, history, and politics of Greece. Through a wide range of courses, students are exposed to a polyphony of viewpoints that help elucidate the historical and political experiences of Byzantine, Ottoman, and modern Greece; the ways in which Greece has borne its several pasts and translated them into the modern era; Greece and its relations to Western Europe, the Balkans, the Middle East, and Mediterranean cultures; and the distinguished literary and artistic traditions of a country that many regard as the birthplace of Western civilization, even as these traditions exhibit their multicultural contexts.

NYU’s summer program in Athens combines classroom study of the language, history, and culture of Greece with extracurricular activities and excursions that introduce students to all aspects of Greek life. The program offers a wide range of courses, including ancient and modern Greek language, Greek drama, modern Greek politics, the city of Athens, and the archaeology of Greece. Classes are held at the Al Andar Center, a three-story Bauhaus building located in the historical center of Athens. Activities include walking tours of Athens, visits to monuments and museums, and evening outings to dramatic and musical performances. Weekend excursions include trips to several Greek islands, medieval settlements, and other important historical and archaeological sites. Relevant courses taken in the academic study program in Greece, NYU in Athens, count toward the major or minor as regular courses.

**Faculty**

**Professors:** Fleming, Mitsis

**Assistant Professor:** Smyrlis

**Clinical Associate Professor:** Theodoratou

**Assistant Professor/Faculty Fellow:** Santarelli

**Language Lecturer:** Lalaki

**Affiliated Faculty:** Chioles, Kotsonis, Matthews, Pierce

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<tr>
<th>Program</th>
<th>MAJOR</th>
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<td>The major consists of 10 courses. Courses taken in the program's academic study program in Greece, NYU in Athens, count toward the major as regular courses. A solid foundation in the modern Greek language is a prerequisite for all majors. Upon declaring the major, a student is expected to enroll in Elementary Modern Greek I (V56.0105) or take a placement examination. By the end of their program, all students must demonstrate competence in modern Greek at the intermediate level through successful completion of two semesters of Intermediate Modern Greek (V56.0105 and V56.0106) or a placement examination.</td>
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Courses

PROGRAMS OF STUDY

Qualified students may choose from three proposed areas of concentration:

Track A: Language, Literature, and Culture provides students with a solid foundation in the modern Greek language and provides a comprehensive introduction to medieval and modern Greek literature and culture.

Track B: Politics and History provides students with an interdisciplinary social science perspective on the medieval and modern Greek experience. Students may choose to concentrate their studies in history or politics, or create their own combination in consultation with the director of undergraduate studies.

Track C: The Classical Legacy provides students with an interdisciplinary perspective on the reception of classical Greek thought in postclassical Greece. Students in tracks A and B who have placed out of Intermediate Modern Greek are encouraged to take Advanced Modern Greek I and II (V56.0107 and V56.0108). Track C students who place out of Intermediate Modern Greek are encouraged to take two semesters of ancient Greek.

All majors are expected to enroll in the Seminar on Modern Greek Culture (V56.0130) and two specifically designated survey courses offered within the program. Which survey courses they choose will depend on the disciplinary concentration that they select 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: V56.0120, V56.0190 V56.0525, V56.0159, V56.0112
- Track C: V56.0120, V27.0206, V27.0413, V27.0207

ELECTIVES

Three to five additional Hellenic studies courses are required. The exact number of electives varies according to language level upon entrance to the major. Subject to the approval of the director of undergraduate studies, cognate offerings in other departments or an approved internship may be counted toward the major. A sample list of cognate courses is available from the program office.

HONORS PROGRAM

A degree in Hellenic studies is awarded with honors to students who complete 40 points of graded work while maintaining an overall GPA of 3.65 and an average in the major of 3.65, and who successfully complete a program of original research leading to an honors thesis. The honors thesis is researched and written while registered in Independent Study (V56.0997 or V56.0998) under the supervision of a program faculty member. The thesis topic and the faculty adviser are chosen in consultation with the director of undergraduate studies. The average length of the paper is 25 to 40 pages. For general requirements, see the Honors and Awards section of this bulletin.

Honors students are encouraged, but not required, to take at least one appropriate graduate course in Hellenic studies.

MINOR

A minor in Hellenic studies can be obtained by completing four courses offered by the program. Students must show proficiency in modern Greek language by successful completion of either a placement examination or Intermediate Modern Greek II (V56.0106). Elementary Modern Greek I and II do not count toward the minor.

Students should consult the director of undergraduate studies of the program prior to registering for courses in the minor.

PRIZE

The Rae Dalven Prize is a monetary prize awarded annually for the best term paper in the field of Hellenic studies. Submissions are not limited to Hellenic studies majors or minors.

NYU IN ATHENS

For information about NYU in Athens, please check our Web site at www.nyu.edu/summer/abroad/athens.

COURSES

LANGUAGE AND LITERATURE

Elementary Modern Greek I, II
V56.0103,0104 Open to students with no previous training in Greek and to others by permission of the instructor. Elementary I offered in the fall; Elementary II offered in the spring. 4 points per term.

An introduction to modern Greek. Provides students with the fundamentals of grammar, syntax, oral expression, listening comprehension, reading, and composition. Students develop the skills and vocabulary necessary to read simple texts and hold basic conversations. Students are introduced to modern Greek culture, history, and society, since the ultimate goal of the course is to enrich our understanding of multiple, living Greek realities through the language. Teaching materials include current newspaper articles, graded literary passages, songs, and various linguistic games.

Intermediate Modern Greek I, II
V56.0105,0106 Prerequisite: V56.0104 for V56.0105, V56.0105 for V56.0106, or permission of the instructor. Intermediate I offered in the fall; Intermediate II offered in the spring. 4 points per term.

Designed for students already familiar with modern Greek.
Students are expected to be acquainted with the most significant structures of grammar and syntax and to have acquired the foundations for basic conversation in Greek. Introduces students to more complex linguistic and grammatical analysis, advanced composition, and graded reading. It also provides further practice in speaking and working to enrich the student's vocabulary. Readings and discussions of selected works of prose, poetry, and theatre serve as an introduction to aspects of modern Greek civilization and as an occasion for comprehensive discussions of contemporary Greek society.

Advanced Modern Greek I, II
V56.0107,0108 Prerequisite: V56.0106 or permission of the instructor. Advanced I offered in the fall; Advanced II offered in the spring. 4 points per term.

Focus is on advanced composition and oral practices, with the aim of refining an understanding and general facility with written and spoken Greek. Course work is designed to help students develop a comprehensive vocabulary, improve pronunciation, and increase their effectiveness, accuracy, and fluency in writing and speaking the language. Enhances and perfects reading, speaking, conversational, and writing skills through the close study of selected modern Greek literary texts, current newspaper articles and essays, films, advertisements, and comprehensive discussions of contemporary Greek society. Explores major facets and phenomena of Greek culture: current social and political issues, events, and controversies in Greece; Greece's position "in the margins of Europe" and at the crossroads of East and West; gender politics; the educational system; the political landscape; discourses on the question of Greek identity; and topics in popular culture. Through individual projects, oral reports, class presentation, and written assignments, students are expected to pursue an in-depth "reading" of present-day Greece.

Memory, History, and Language in Modern Greek Poetry
V56.0120 Offered in the fall. 4 points.

A survey of 20th-century Greek poetry in a historical and cultural context. Among the poets studied are C. P. Cavafy; the Nobel laureates George Seferis and Odysseus Elytis; the Lenin Prize-winner Yannis Ritsos; the surrealists Andreas Embiricos and Nikos Engonopoulos; the postwar generation of poets, including Miltos Saitouris, Takis Sinopoulos, and Manolis Anagnostakis; and women poets, including Matsi Hatzilarazou and Kiki Dimoula. Note: All texts are available in both Greek and English; critical texts in English only. Class discussion is conducted in English. No background specific to Greece is required.

Seminar on Modern Greek Culture
V56.0130 Identical to V27.0130. Offered every year. 4 points.

Topics: Modern Greek Culture and Literature
V56.0140 Offered every year. 4 points.

Narrative, History, and Fiction in the Modern Greek Novel
V56.0190 Identical to V29.0190. Offered in the spring. 4 points.

A survey of the modern Greek novel, and to a lesser extent the short story, structured around narrative technique and the claim to fact(s) and/or fiction(s) in Greece's turbulent modern history. Readings include some of the masterpieces from this tradition, as well as the work of some promising contemporary writers. Selections also suggest some recurrent perspectives on questions of language, gender, and nation in Greece. Comparative reference is made to other Balkan, Mediterranean, European, and world literatures. Note: All texts are available in both Greek and English; critical texts in English only. Class discussion is conducted in English. No background specific to Greece is required.

The 20th-Century Balkans and Balkanization Through Literature and Film
V56.0193 Identical to V29.0193. Offered every other year. 4 points.

A selective study of the representation of the 20th-century Balkans through some of the most celebrated literary works and films of the region. Considers the presentation of, and contestation over, a shared historical past through common and divergent motifs, myths, and narrative devices. Also examines the region's political and aesthetic relation to the West in this century.

Ritsos and the Tragic Vision
V56.0229 Offered every other year. 4 points.

How is it that the dead speak? In what way can the past be said to survive in the present—tragically? These are the questions around which Yannis Ritsos's The Fourth Dimension is organized. Composed of a series of dramatic monologues that move between the past and the present, the dead and the living, Ritsos's poem demands that we think about the relations between memory, history, and language. This course traces Ritsos's poetic strategies by reading and reconstructing the classical intertexts that inform The Fourth Dimension. In each instance, it seeks to analyze the reasons behind his appropriations, distortions, revisions, and translations of these classical texts.

Greek Diaspora: Odyssean Metaphors from Homer to Angelopoulos
V56.0333 Identical to V29.0333. Offered every other year. 4 points.

Greek stories and myths of dispersal, settlement, and return have provided Western culture with some of its foundational fictions. This course examines how some of these structuring metaphors and foundational narratives—notes of home and exile—have informed the Greeks' own stories in a variety of geographical and historical contexts and times: (1) in the historical diaspora communities of Greeks: in Renaissance Venice; in certain European urban centers prior to nation-building in the 18th-century Enlightenment; in Alexandria and Smyrna (now
Izmir) of the late 19th and early 20th centuries and Cyprus and (2) among the Greeks of the United States.

From Classicism to Afrocentrism: Greece in the West, 1453 to Present

V56.0444  Identical to V29.0444. Offered every other year. 4 points. An introductory, selective survey and critical interpretation of Western conceptions of the idea of Greece, the Hellenic, and the Greeks in a variety of contexts: classical humanism, classical philology, philhellenism, exoticism, orientalism, hellenophobia, hellenism as paganism, aesthetics, homosexuality, Romantic nationalism, racism, the Hellenic and the Hebraic, political correctness and political chauvinism, and Afrocentrism. Readings from a range of European literary, critical, and theoretical texts, as well as modern Greek appropriations of, and resistances to, such projections.

Greek Thinkers

V56.0700  Identical to V27.0700. 4 points.

See course description under Classics (27).

HISTORY

See course descriptions under History (37).

Byzantine Civilization

V56.0112  Identical to V57.0112, V65.0112. 4 points.

Modern Greek History

V56.0159  Identical to V57.0159. 4 points.

Topics: Medieval History

V56.0260  Identical to V27.0260. 4 points.

Greece and Western Europe

V56.0297  Identical to V57.0297. 4 points.
History is the study of human experience of all kinds, considered in relation to particular times and places. It is also a method of thinking characterized by its attention to the contexts in which people have lived and worked. By mastering this method of thinking, students of history gain invaluable skills and techniques. They learn to analyze and interpret many different kinds of evidence—cultural, social, economic, and political—to organize it into a coherent whole and present it clearly with style in written or oral form. In doing so, students also learn to justify and question their own and others’ conclusions, for history is always an argument about what actually happened. Indeed, rethinking and revising accepted historical conclusions is one of the most important—and most interesting—tasks of the historian.

Notable among the department’s areas of scholarly strength are American urban, social, labor, and ethnic history; medieval, early modern, and modern European history; and American and European women’s history. The sub-Saharan African, Latin American, and Asian areas are also strong and tend to be multidisciplinary. Through independent study and the honors program, students find challenging opportunities for special concentration and individual research. The internship program enables students to engage in special kinds of supervised historical projects for credit. Many of the projects are at cultural institutions in New York and at the United Nations.

The University’s Elmer Holmes Bobst Library is rich in works of history, and students also may also use the collections of the New York Public Library, the historical societies and museums in New York City, and neighboring universities.
**Program**

**MAJOR**
The major requires a minimum of nine courses (typically 36 points) with a grade of C or better in each course. All majors must take Historical Studies: Theories and Practice (V57.0101). 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 for which V57.0101 is a prerequisite. One course must be in a period before 1800. Transfer students must take at least five history courses (20 points) in this department. Students may take no more than three introductory courses (numbered below V57.0100).

Certain courses in the Morse Academic Plan (MAP) may also count toward the history major 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 LSP courses, Social Foundations I and II, may count toward the major and fulfill the pre-1800 and a European requirement. No other LSP courses may count toward the major, and these courses count as introductory.

Students must be enrolled in or have already taken V57.0101 to declare the major.

**MINOR**
The minor requires at least 16 points in history, of which 12 points must be taken in this department. Four points may be taken in the designated related courses offered in other departments. No more than 4 points may be from introductory-level courses. Advanced placement credit does not count toward the minor. Only one course may be taken outside of the department.

**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 take V57.0101 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 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 (V57.0994), followed by an individualized Honors Tutorial (V57.0996). Normally, the seminar (which counts as an advanced seminar for the major) is taken in the first semester of the senior year. In the seminar, students define a thesis topic of their choice, develop a bibliography, read broadly in background works, and begin their research. A substantial part of the research, usually including a rough draft of the thesis, should be completed by the semester’s end. The tutorial, in which students work on a one-to-one basis with a faculty director, follows in the second semester.

The honors thesis varies in length from 30 to 70 pages, depending on the nature and scope of the subject. The completed thesis, approved for defense by the director, is defended before a committee consisting of the director and at least one additional faculty member. A grade of at least A- on the thesis is required for the award of honors in history. Students who receive a lower passing grade are simply awarded 8 points toward the major.

**STUDY ABROAD**
Some courses offered by NYU for study abroad and other approved programs outside NYU may be eligible for inclusion in the history major. History majors should consult the director of undergraduate studies before making plans to study abroad.

**Courses**

**REQUIRED COURSE FOR HISTORY MAJORS**

**Historical Studies: Theory and Practice**

V57.0101 Offered every term. 4 points.

This course is intended to introduce 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.

**AFFILIATED FACULTY**

**Professors:**

Abercrombie, Ben-Ghiat, Brathwaite, Chazan, R. Cohen, S. Cohen, Dilliard, El Leithy, Engel, Fleming, Hulsebosch, Husain, Kaplan, Lockman, McChesney, Peachin, Petrick, Robin, Sennett, Sylla

**Associate Professors:**

Cohen, Kafka
**INTRODUCTORY COURSES**

**History of Western Civilization: Europe in the Making**  
V57.0001  Offered every third year.  
4 points.  
The making of Europe, from the classical period to the beginning of the modern era, was a uniquely creative process. Three main elements formed the civilization of Europe: traditions of the Greco-Roman world, the Germanic peoples entering Europe in the fourth and fifth centuries, and the Judeo-Christian tradition. The course examines the fusing of these elements, the flourishing of European culture in the Middle Ages, and the transition from the Middle Ages to early modern times.

**Modern America**  
V57.0010  Katz, Montoya. Offered every spring and every other summer.  
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.

**History of Western Civilization: The Rise of Modern Europe**  
V57.0002  4 points.  
Introduces the main social, economic, political, and cultural forces that shaped European society and Europe’s relationship to the world from the 17th century to the present. Topics: the rise of capitalism and the industrial revolution; political movements (absolutism, liberalism, socialism, and fascism); and intellectual developments (the scientific revolution, the Enlightenment, Darwinism, and Freudian psychoanalysis). Concludes with post-World War II Europe, the Cold War era, and the onset of the nuclear age.

**The United States to 1865**  
V57.0009  Eastace, Hudis, W. Johnson. Offered every fall and every other summer.  
4 points.  
Main currents of American historical development from the precolonical epoch to the Civil War. Analysis of the country’s economic and political growth, intellectual traditions, and patterns of social development. Historical development not as a series of discrete events, but as an unfolding process. Topics: Puritanism, mercantilism, the colonial family, the War for Independence, political party systems, the Jeffersonian and Jacksonian eras, free labor and slavery, Native American cultures, attitudes of race and gender, westward expansion, the industrial revolution, sectionalism, and the Civil War.

**Modern Europe**  
V57.0012  Offered every other year.  
4 points.  
A survey of Europe from 1789 to the present. Investigates the political, social, economic, and cultural developments that shaped and continue to shape the modern age. Emphasis is on the evolution of the nation-state, on industrialization and its impact on society and politics, and on the intellectual responses to the rapid changes these developments inspired. Topics include Europe and the French Revolution; the rise of the nation-state, 1848-1914; and the impact of totalitarian ideologies on 20th-century Europe.

**History of Modern Asia, Modern China, or Modern Japan Since 1850**  
V57.0053  Identical to V33.0053.  
Karl, Young. Offered every year.  
4 points.  
Survey of developments in 19th- and early 20th-century East Asia: modernization, Westernization, and war, with emphasis on the different responses of China and/or Japan to Western economic encroachment and ideological change.

**ADVANCED COURSES**

**EUROPEAN HISTORY LECTURES**

**The Early Middle Ages**  
V57.0111  Identical to V65.0111.  
Bedos-Rezak. Offered every other year.  
4 points.  
Europe in the early Middle Ages was created out of a mixture of ingredients: the legacy of the Roman Empire; the growth and development of Christianity; invading peoples who settled within the boundaries of the former Roman Empire; 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
V57.0113 Identical to V65.0113. Taught by Chipe-Baker. 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
V57.0114 Identical to V65.0114. Taught by Chipe-Baker, Griffiths, Stoller. Offered every other year. 4 points.
Covers the period from the late 11th century to the close of the 14th century. Major topics and themes: the explosion of energy in the 12th century and the expansion of Europe on all levels, geographic (including the Crusades) as well as intellectual; development of agriculture and cities; the diversity that gave rise to our university system; movements of reform and dissent; and the waning of the Middle Ages.

Environmental History of the Early Modern World
V57.0115 Offered every other year. 4 points.
The early modern period marks a moment of sudden and dramatic environmental change across the globe. This course analyzes the ways in which this process unfolded in different parts of the world, while familiarizing students with basic problems in environmental history, including the changing human relationship to the natural world, the relationship between environmental change and human societies, and the importance of biotic exchange in world history.

The Renaissance
V57.0121 Offered every other year. 4 points.
The history of the Renaissance from its origins in the 14th century to its waning at the end of the 16th century. Focuses on developments in Italy, especially the development of republican city-states, the social basis for the explosion in artistic and intellectual production, and the emergence of new forms of political and scientific analysis.

Premodern Science
V57.0135 Offered every other year. 4 points.
The history of Western scientific thought from its origins in the ancient Near East until the death of Isaac Newton. Covers the development of science as a distinctive way of understanding the natural world, as well as the relationship between science and Western society.

French Revolution and Napoleon
V57.0145 Offered every other year. 4 points.
Following an analysis of cultural, social, political, and economic conditions in France before 1789, the course follows the Revolution through its successive phases. Narrates and analyzes the rise of Napoleon and his consolidation of France, his conquests and the spread of his system, and his eventual overthrow.

European Thought and Culture, 1750-1870
V57.0153 Offered every other year. 4 points.
Study of major themes in European intellectual history from the end of the Enlightenment to the last decades of the 19th century, considered in the light of the social and political contexts in which they arose and the cultural backgrounds that helped shape them. Topics include romanticism, liberal and radical social theory, aestheticism, the late-19th-century crisis of values, and the rise of modern social science.

European Thought and Culture, 1880-1990
V57.0154 Offered every other year. 4 points.
Study of major themes in European intellectual history from the fin de siècle down to the 1980s, considered in the light of the social and political contexts in which they arose and the cultural backgrounds that helped shape them. Topics include new Marxisms, avant-gardes, Weimar and Bauhaus, André Malraux, Sartre, Lévi-Strauss, Habermas, and Foucault.

Europe Since 1945
V57.0156 Prerequisite: at least one course in European history. Offered every other year. 4 points.
Covers the impact of World War II, the postwar division of Europe, the onset of the Cold War, the economic recovery and transformation of Western Europe, Stalinism in Eastern Europe, the 1960s and events of 1968, the origins and development of the European community, and the cultural and intellectual life of European nations in this period. Ends with a discussion of the Eastern European revolutions of 1989 and their significance, together with the reunification of Germany, for the future of the continent.

Modern Greek History
V57.0159 Offered every year. 4 points.
Examines Greece’s transformation from a traditional Ottoman society into a modern European state, the parallel evolution of Greek diaspora communities, and the changes in homeland-diaspora relations. Topics include state building, relations with Turkey and the Balkan states, emigration, liberalism and modernization, the old and new diaspora, interwar authoritarianism, occupation and resistance in the 1940s, the Greek civil war, Greece and NATO, the Cyprus crisis, the Greek American lobby, and Greece and European integration.

Modern Britain
V57.0162 Offered every year. 4 points.
A lecture survey of the social, cultural, economic, and political histories of Britain between roughly 1780 and 1914. It begins at a time of revolution overseas, in America and France, and ends at the dawn of the era of total war. In between, Britain became a modern, liberal state and the world’s preeminent industrial and imperial power. It also had to come to grips with the social maladies of urban, industrial
life: crime, disease, unrest, alcoholism. In many ways, this course charts how Britain and its governments tried to find ways to simultaneously preserve economic strength and contain and ameliorate the “social problem.” The various solutions to this raised questions about the role of the state, which still loom large in Britain and elsewhere. The course also examines several major cultural issues of the period: gender, science, religion, and race. Consequently, lectures are as likely to discuss evolutionary theory, prostitution, germs, and water mains as Queen Victoria, the Boer War, elections, and Charles Dickens.

Contemporary Italy
V57.0168 Identical to V59.0166. Ben-Ghiat, Albertini. Offered every two to three years. 4 points.
Covers the political, cultural, economic, and social history of Italy since World War II. Starting with the transition from fascism to democracy, examines the Cold War, the growth of a mass consumer society, the social and political movements of the late 1960s and 1970s, the battle against the Mafia, postwar emigration, the rise and fall of postwar Christian Democracy and Italian communism, and the emergence of new parties in the 1990s such as Berlusconi’s Forza Italia, Bossi’s Northern League, and Fini’s neo-fascist Alleanza Nazionale.

Modern Italy
V57.0168 Identical to V42.0163, V39.0168. Ben-Ghiat. Offered every two to three years. 4 points.
A survey of Italian history from unification to the present. Examines the political, social, and cultural history of liberalism, fascism, World War II, Christian Democracy, and communism; the political crisis of the early 1990s; and the rise of new regional and rightist parties.

Italian Colonialism
V57.0286 Identical to V59.0167, V42.0161. Ben-Ghiat. Offered every two to three years. 4 points.
Studies Italian colonialism from the late 19th century through decolonization. Through readings of colonial travel literature, films, novels, diaries, memoirs, and histories, we address the meaning of colonialism within Italian history and culture, the specificities of Italian colonialism, and the legacies of colonialism in contemporary Italy.

Modern France Since 1815
V57.0169 Ben-Ghiat. Offered every other year. 4 points.
Examines the ways in which France’s development from a traditional into a modern society was highlighted at each stage by political revolutions, class antagonisms, and cultural innovations. Discusses the role of the state in society and France’s activities as a world and colonial power.

History of Poland
V57.0178 Wolff. Offered every other year. 4 points.
Lecture course focusing on the cultural, political, and religious history of Poland from the Middle Ages to the present. Begins with the foundation of the Polish state in the 10th century, discusses the early modern Polish-Lithuanian Commonwealth, and then considers the modern history of Poland, including the period of the partitions in the 18th century, the evolution of modern nationalism in the 19th century, and the experiences of war and communism in the 20th century.

European Migration to America: The Irish and Jewish Experiences
V57.0186 Identical to V78.0686. Diner, Scally. Offered every other year. 4 points.
Looks at the comparative experiences of two immigrant groups to the United States, the Irish and the East European Jews. Explores the forces that propelled the migrants out of their homes and the ways in which they created communities and new identities in America. Because of its comparative nature, this course asks students to seek both similarities and differences in those migrations. Additionally, there have been numerous points of interaction between the Jews and the Irish. This course focuses on how these two groups understood and related to each other.

Liberal Visions of Empire
V57.0195 Sartori. Offered every other year. 4 points.
A lecture course exploring the changing relationship between British liberal thought and Britain’s expanding empire from the 17th to the 20th centuries. Liberal conceptions of equality and freedom are generally understood to be fundamentally anti-imperialistic in impulse, as historically complicit with imperialist agendas, and as inherently and logically disposed to imperialist domination. The course attempts to put these different claims into historical context and to periodize their applicability.

Women in European Society Since 1750
V57.0196 Identical to V18.0716. Nolan. Offered every other year. 4 points.
Examines critically the public and private lives of European women from 1750 to the present. An introduction discusses the theory and methods of using gender as a category in history and proceeds to a chronological survey of women’s experience from both a social and a political viewpoint. Women are examined as participants in war and revolution, as well as workers, consumers, and mothers in everyday life. The focus is primarily on France, Germany, and England, with some reference to women’s experience in America.

Gendering the Middle Ages
V57.0197 Bedah-Rezak. Offered every fourth year. 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.
Modern Imperialism
V57.0198 Falstaff 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.

UNITED STATES HISTORY
LECTURES

American Colonial History to 1763
V57.0601 Envioue, Kupperman. Offered every other year. 4 points. Examines European expansion in the early modern period and the creation of an interconnected Atlantic world with particular emphasis on North America and the Caribbean. Attention to the roles of Europeans, American natives, and Africans in forming systems of trade and patterns of settlement, as well as the evolution of slavery and the development of new political structures, changing religious beliefs, and evolving family relationships in America. Assesses the imperial context of these developments.

American Natives in Early American History
V57.0602 Kupperman. Offered every year. 4 points. Focuses on the relationship between Indians and Europeans roughly within the future United States from first contact through the period of Indian removal. Examines colonialism’s impact on Indian societies and the broad variety of techniques native leaders used in attempting to control the relationship. Looks at changing Euramerican attitudes through the colonial period and the role of imperial conflict and American independence on policy development. Assesses the pressure created by Euramerican westward migration before and after the War of 1812, Indian resistance, and the campaign for removal of Indians beyond the Mississippi.

The Age of the American Revolution
V57.0603 Envioue. Offered every other year. 4 points.

Religion, Family, and Gender in Early America, 1607-1840
V57.0604 Offered every other year. 4 points. Conducted as a reading and discussion class. Measures the shaping influence of religion on family life and gender relationships from the founding of the American colonies in 1607 to the Second Great Awakening in the 19th century. Readings examine the effects of evangelical as well as more traditional religion on the men and women, husbands and wives, parents and children, and masters and slaves in the early years of the nation.

The Experiences of the Civil War and Reconstruction
V57.0607 Hude. 4 points. Social history of the Civil War and Reconstruction with crucial attention to politics and economics. Focuses on sectional conflict over systems of free labor and slave labor, with close attention to class conflicts within the North; conflicts between slaves and masters in the South; conflicts among white Southerners; and conflicts among African American freed people, white Northerners, and white Southerners after the war. Concludes with an assessment of the era's legacies.

America in the Early 20th Century
V57.0609 Montoya. Offered every other year. 4 points. The political, economic, and foreign-relation developments in the period from the Spanish-American War through the Hoover years. Topics such as imperialism, the Progressive Era, issues of war and peace, dissent, political suppression, and economic collapse. Emphasis on the conflicting perceptions and evaluations of these events among historians.

Postwar America: 1945 to the Present
V57.0612 Needham. Offered every year. 4 points. General introduction to the history of the United States from 1945 to the present. Major themes include links between domestic concerns and foreign policy goals, especially concerning communism and the Cold War; growth of a postindustrial state with a significant impact on the economy and daily lives; demands for social equality and diversity in postwar life; and underlying social, economic, and demographic changes shaping American lives in the postwar era.

Sport in American Society
V57.0615 Prerequisite: V57.0009, V57.0610, V57.0648, or permission of the instructor. Sammons. Offered every other year. 4 points. Demonstrates that sport is an important cultural, political, and socioeconomic asset revealing much about society. Shows how sport is an instrument of control and liberation. Attempts to elevate sport’s position as a legitimate scholarly subject by relating it to race, gender, class, and violence. Combines theory, fact, and interpretation and focuses on the 19th and 20th centuries with some background information on ancient sport and early American attitudes toward sport, leisure, and recreation.

Ethnic Groups in American History
V57.0621 Diner. Offered every other year. 4 points. Explores the ways in which migration from abroad has impacted 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 and seeks to understand the influence of American reactions on the process of ethnic cultural formation.
History of African American Family Life in the 19th Century
V57.0627 Offered every other year. 4 points.
Focuses on the ways in which enslaved and free African American men and women organized their families and communities in 19th-century America. Asks the following: How did slavery, religion, emancipation, education, labor patterns, and class divisions shape the lives of African American individuals and families? Also considers historical and contemporary representations of African American families.

American Indian Policy: Indian-White Relations, 1750 to the Present
V57.0628 Offered every other year. 4 points.
Historical development of Indian-white relations and the formation of major federal policies toward the Native American from the experiences in late colonial America to the present. Includes the nature of relations between the Indian and the white man in America, the formation and implementation of policies to deal with that relationship, the Indian dilemma in an expansive American society, the impact of historical change on major Indian tribes, and the significant influences of Indian and white leaders.

Gender in U.S. History Since the Civil War
V57.0635 Identical to V18.0727. Gordon. Offered every year. 4 points.
Examines two themes: how masculinity and femininity (gender) have changed in the last 150 years, and how women's lives in particular have been transformed. Emphasizes not only the malleability of gender but also the way that gender systems have varied in different class, race, ethnic, and religious groups. Looks at women and gender in politics, in work, in family and personal relationships, in sexuality, and in culture.

New York City: A Cultural History
V57.0638 Bender. Offered every other year. 4 points.
Explores the cultural history of New York City in the 19th and 20th centuries. Special attention to literary and pictorial symbolizations of the city, urban development and urban aesthetics, and the institutions and traditions of intellectual and cultural creativity. Includes at least one walking tour.

New York City: A Social History
V57.0639 Identical to V18.0831. Walkowitz. Offered every other year. 4 points.
Examines key themes in the social history of New York City: the pattern of its physical and population growth, its social structure and class relations, ethnic and racial groups, municipal government and politics, family and work life, and institutions of social welfare and public order.

American Intellectual History, 1750-1930
V57.0643 Prerequisite: survey course on American history, American literature, or American political theory. Bender. Offered every other year. 4 points.
Explores selected practical and prescriptive visions of American culture and politics articulated by writers, intellectuals, and political leaders since 1750. The work of the course is the reading and interpreting of key texts in their intellectual, political, and social contexts. Concerns itself with the interplay between ideas and experience, and politics and culture.

U.S. Borderlands: Culture, Conflict, and Conquest
V57.0645 Montoya. Offered every other year. 4 points.
Examines the history of the U.S. Southwest—the borderlands—in the 18th and 19th centuries. Covers the history of the indigenous peoples in this region, Spanish and Mexican control of the area, and the struggles between Mexico and the United States to lay claim to the land. Readings and lectures focus closely on the ways in which communities and cultures developed and interacted in a region where territorial borders between nations were often unclear and shifting.

American Social Movements
V57.0652 Gordon. Offered every other year. 4 points.
An examination of large-scale social movements in the 20th century, as well as a brief introduction to social-movement theory. We examine civil rights, populism, feminism, labor union activism, the old and new left, gay rights, the right-to-life movement, and the new Christian Right in general. Questions include the following: How do social movements construct identities, and how do identities affect social movements? How do social movements use or repress multiple identities? When are social movements political? How and when do social movements yield or grow out of organizations, and what is the impact of the relation between movements and organizations? Are there elite
social movements? Do social movements have to be democratic? When do social movements become violent? Are social movements inevitably vulnerable to demagoguery and authoritarianism?

Race, Gender, and Sexuality in U.S. History
V57.0655 Identical to V18.0729. Offered every year. 4 points.
Drawing primarily on the histories of heterosexual and homosexual African Americans and women, this course explores the intersection of race, gender, and sexuality in 19th- and 20th-century American history. Throughout U.S. history, the social, economic, moral, and political arguments advanced to sustain the subordination of people of color, women, and gays and lesbians have frequently revolved around the sphere of sexuality. We explore important historical subjects such as abolition, lynching, welfare debates, teenage pregnancy policies, reproductive rights, and the Black Power movement, with special attention paid to the intertwined histories of racial, gender, and sexual oppression.

Women and Slavery in the Americas
V57.0660 Identical to V18.0730. Offered every other year. 4 points.
Examines the history of African and African American women enslaved in the United States and Caribbean. Begins with African slavery and the emergence of the Atlantic slave trade and then follows the forced migration of African women to the Americas. Readings address issues such as resistance, religion, labor, and reproduction and also cover theoretical questions about the dynamics of ideas of status, race, and gender. Ends with a section on the legacy of slavery in contemporary representations of African and African American women.

Black Women in America
V57.0661 Mitchell. Offered every year. 4 points.
Explores varieties of African American 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
V57.0663 Bender. Offered every year. 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.

American History in Transnational Perspective
V57.0667 Prerequisite: at least one college-level course in American history. Bender. Offered every year. 4 points.
This course is designed to explore the ways of narrating the history of the United States that are not wholly contained within the territory of the United States. It seeks to identify histories larger than the United States within which the history of America is embedded and entangled, with the aim of rethinking the basic narrative of American history. Themes range from immigration and economics to culture and politics in their global and transnational aspects. The course focuses on readings and discussion.

African American Autobiography
V57.0688 Sammons. Offered every other year. 4 points.
By approaching autobiography as equally sociological, historical, and literary, this course facilitates a better understanding of the genre and opens new means of communication between disciplines in unraveling the meanings of human expression and experience. Sociological and historical issues raised by the materials are considered in tandem with the formal and stylistic means through which those issues are shaped in the works at hand.

American Jewish History
V57.0689 Identical to V78.0172. Diner. Offered every other year. 4 points.
Surveys the history of the Jewish people in America from the middle of the 17th century until the present. Focuses on the social, cultural, political, and religious development of the Jewish community against the backdrop of American history. Seeks to identify and explain both the preservation of tradition and patterns of innovation. Examines both the inner lives of American Jews and their communities and the kinds of relationships they had with the larger American world.

NON-WESTERN HISTORY LECTURES

Problems in Contemporary China
V57.0517 Identical to V33.0517. Recommended prerequisite: one content course on modern China. Karl. Offered periodically. 4 points.
This course explores various problems in contemporary China. Starting with an overview of contemporary China, it 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.

World of Goods in China
V57.0528 Identical to V33.0538. Waley-Cohen. 4 points.
Material culture and the nature of consumption in China, 1500-1900. Aims to introduce students to the theoretical framework of current scholarship on material culture and consumption and their relationship to modernity and its antecedents in different parts of the world; to give students a strong sense of Chinese elite social and cultural life during this period; and to provide students with a sufficient basis of knowledge on which to begin grounding comparative judgments. Themes include periodization ("early modern" versus "late imperial" and other labels); urbanization; commercialization and globalization; sex and gender, explored through such specific aspects of material culture as books and publishing;
art, including collecting and connoisseurship; textiles; food; opium; and architecture and gardens.

The Emergence of the Modern Middle East
V57.0531 Identical to V77.0690. Offered every 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
V57.0537 Identical to V53.0337. Sold. 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
V57.0542 Karl. Offered every two years. 4 points.

Topics in Chinese History
V57.0551 Identical to V33.0551. Karl, Wesley–Cohen, M. Young. Offered every year. 4 points.
Specific topics vary from time to time and may include Women and Gender in Chinese History; Rebellion and Revolution in China, 1683–1864; The Manchus in China; Urban China; American Wars in Asia; China in Revolution, 1949–Present; China After Mao; Maoism and China.

The History of Religions in Africa
V57.0566 Identical to V18.0790. V90.0566. Hull. Offered every year. 4 points.
Covers (1) traditional African religions, including the myths of origin; concepts of the individual and the Supreme Being; the individual’s relation to the universe; links between the world of the living and the spiritual; ancestral worship, divinities, witches, and sorcerers; and sacrifice, prayer, birth, and death; (2) the impact of Islam on traditional African religions, and the spread of Islam; (3) the impact of Christianity and missionary enterprise in the late 19th and early 20th centuries in sub-Saharan Africa; and (4) the impact of secular culture on religions in sub-Saharan Africa.

Africa Since 1940
V57.0567 Identical to V18.0791. Cooper. Offered every year. 4 points.
Examines how Africa got to be where it is now. Covers the period from the beginning of the crisis that shook colonial empires in the 1940s through the coming to power of independent African governments on most of the continent in the 1960s to the fall of the last white regime in South Africa in 1994, by which time the already independent countries of Africa had found themselves in deep crisis. By bridging the conventional divide between “colonial” and “independent” Africa, the course opens up questions about the changes in African economies, religious beliefs, family relations, and conceptions of the world around them during the last half century. Students read political and literary writings by African intellectuals, as well as the work of scholars based inside and outside Africa, and view and discuss videos. The course emphasizes the multiple meanings of politics—from local to regional to Pan-African levels—and aspires to give students a framework for understanding the process of social and economic change in contemporary Africa.

History of Colonial Latin America
V57.0743 Thomson. Offered every other year. 4 points.
Introduces students to the colonial origins of the Latin American region and the ways they have shaped the present. Follows the unfolding and demise of a new social order under European rule, over a period spanning from the 16th-century conquest through the early 19th-century wars of independence. Specific topics include Inca and Aztec worlds; Indian-European confrontations; the Catholic Church and popular religiosity; patriarchy and honor codes; racial dynamics and slavery; the development of capitalism; anticolonial struggles; imperial rivalry; reform; decline; and colonial legacies.

History of Modern Latin America
V57.0745 Ferrer, Grandin, Weinstein. Offered every year. 4 points.
A comparative survey of Latin American social, economic, cultural, and political history from 1800 to the present.

Topics in Latin American and Caribbean History
V57.0750 Ferrer, Grandin, Thomson, Weinstein. Offered every year. 4 points.
Focuses on varying groupings of historical experiences in selected countries of Latin America and the Caribbean or on thematic issues on the history of the region. Recent topics include Race and Ethnicity in Latin America, History and Revolution in Cuba, and Latin American Populism.

History of Mexico and Central America
V57.0752 Grandin. Offered every other year. 4 points.
A survey of Mexican social and cultural history, including a brief sketch of indigenous societies and civilizations on the eve of the Spanish Conquest, an examination of the conquest as a protracted process and of the establishment of regionally distinct colonial societies, and an exploration of the formation and subsequent development of specific patterns of social life (urban society and rural hinterlands, char-
acteristic agrarian institutions, and interracial and interethnic relations). Special attention paid to moments of real or apparent rupture in the social and political system, when these characteristic patterns and institutions were challenged or threatened: the Wars of Independence, the Revolution, and the recent conflict and crisis in Chiapas.

**History of the Andes**
V57.0753 Thomson. Offered every other year. 4 points.

An introduction to one of the core regions of Latin America from pre-conquest to modern times. Course themes include Andean regional and cultural identity; ecology and peasant agriculture; native society and the Inca; colonialism, nationalism, and race; global commodity production (from silver to coca) and economic dependency; and Indian and working-class political struggles. The Peruvian novelist and ethnographer José María Arguedas is taken as an exemplary figure whose life, work, and death provide a focus connecting diverse elements in the course.

**Cuba: History and Revolution**
V57.0755 Ferrer. 4 points.

Cuba was one of the first territories colonized by Spain and among the last to secure its independence. It was among the last territories in the hemisphere to abolish slavery, yet home to the first black political party in the Americas. Its struggle for independence from Spain helped usher in an age of U.S. imperialism. It is the hemisphere’s first and last socialist state. This brief description hints not only at the complexities of Cuban history but also at its significance for international histories of nationalism and imperialism, race and slavery, the Cold War and socialist revolution. This course serves as an in-depth examination of that complex and fascinating history, focusing in depth on the major themes that have shaped modern Cuban history in the 19th and 20th centuries: race and slavery, nationalism and imperialism, reform and revolution. Particular attention is paid to the revolution of 1959.

**History of the Caribbean**
V57.0759 Ferrer. Offered every year. 4 points.

The Antilles and the Guianas, from the arrival of Columbus to the present. A survey course organized chronologically and thematically around such topics as colonialism, slavery and emancipation, U.S. intervention, social revolution, and economic development.

**GLOBAL AND SPECIAL TOPICS LECTURE COURSES**

**Empire and Globalization**
V57.0565 Ludden. Offered every year. 4 points.

This introductory survey course considers empire as a feature of globalization in the long term and in the present. First, we establish a critical perspective on modern world history. Next, we explore British imperialism. Finally, we analyze the problem of imperialism in a world covered with legally sovereign nation-states. Throughout, historical capitalism provides a concept that connects empire and globalization.

**Cold War**
V57.0622 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**
V57.0745 Ludden. Offered every year. 4 points.

This lecture/discussion course explores entanglements of power and poverty by focusing on dynamics of inequality during economic development under globalization. The course has four parts; each presents a particular angle of analysis. We begin with Amartya Sen’s entitlement approach to famine. We then consider contemporary global issues. Our third project is to bring health into understandings of poverty and power. Last, we consider political struggles as potentially productive forces inside inequality environments.

**Contemporary World History**
V57.0831 Benitez, Benev. Offered every other year. 4 points.

A thematic approach to contemporary world history since the late 19th century. Considers the following topics, among several others: the reasons for Europe’s unprecedented world domination in the final third of the 19th century; responses to Western hegemony; the world wars in global perspective; the new nationalism of the 20th century; the rise of authoritarian and fascist regimes; independence movements and decolonization; cultural change and the assertion of women’s rights; the Islamic revival; and the collapse of world communism.

**Topics in World History**
V57.0830 Hull. Offered every year. 4 points.

This advanced lecture course varies in format and content each semester. In general, it examines different cultures comparatively over time and space from the 15th century to the present.

**RESEARCH SEMINARS**

The research seminar is the culminating intellectual experience for the history major. Having taken the relevant lecture and readings courses to provide historical background and context, the seminar student undertakes the research and writing of an original research paper. Research seminars should be taken in the senior year, but they are open to qualified juniors. They are small classes in which students present their own work and discuss the work of others. Historical Studies: Theory and Practice (V57.0101) is a prerequisite for all history seminars.

**EUROPEAN HISTORY**

**Seminar: Italian Fascism**
V57.0171 Identical to V59.0165. Ben-Ghiat, Ferrari. Offered every two to three years. 4 points.

An interdisciplinary examination of the cultural production of the fascist period. Students examine the image that the fascist regime produced of itself through the study of popular novels, architecture, film, and political speeches.

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Seminar: Italian Films, Italian Histories II
V57.0176 Identical to V30.0306, V59.0175. May be taken independently of Italian Films, Italian Histories I. Ben-Ghiat. Offered every two to three years. 4 points.
Studies representations of Italian history through the medium of film from the unification of Italy to the present. Fascism, the resistance, 1968, and other events are covered, as are questions of how film functions with respect to canonical national narratives and dominant systems of power.

Seminar: Culture and Communism in Eastern Europe
V57.0265 Wolff. Offered every other year. 4 points.
Studies the history of communism in Eastern Europe since World War II and especially focuses on issues of intellectual history—that is, the ways in which the intellectuals of Eastern Europe, as representatives of their national cultures, responded to the crises, challenges, and constraints of communism between 1945 and 1989. Issues include the nature of political dissidence under authoritarian governments 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
V57.0265 Smyrlis. Offered every other year. 4 points.
Examines Western expansion in the Eastern Mediterranean from the 11th to the 15th century, focusing on the two main, peaceful or violent, ways of Western penetration in the East. Topics include Western Europe in the period leading to the Crusades; the creation of overseas states (by the Franks) and of commercial empires (by the Italians); the Easterners' reaction to the presence of the Westerners; and the latter's influence on the social, political, economic, and cultural traditions of the East.

Seminar: Topics in Early Modern Europe
V57.0279 Identical to V65.0279. Appuhn, Shovlin. Offered every year. 4 points.
The specific subjects treated in this seminar vary according to student need and instructor interest.

Seminar: World of Medieval Magic
V57.0282 Bedos-Rezak. Offered every other year. 4 points.
Paper topics preferably deal with the manifold aspects of medieval magic. Spanning the Jewish and Christian Western world, considers tales and legends of the supernatural and how the medieval mind accepted the power of the supernatural in everyday life as expressed in fairies, miracles, and cults of saints; astrology and fortune-telling; alchemy; folk medicine, remedies, and healing spells; death, burial, and vampires; ordeals and the judicial process; shivarees of youth groups and urban carnivals; the devil's fields of action, such as the imagination, sorcery, and witchcraft. Both learned and popular medieval cultures preserved a place for the practice of magic arts. There is, however, a differentiated sociology of magic, because courtiers, urbanites, aristocrats, women, and clerics all presented us with their own brands of practice and belief, which were, in turn, variously accepted or rejected by official authorities. The history of medieval magic intersects that of repression and persecution.

Seminar: The European Enlightenment
V57.0286 Shovlin. Offered every other year. 4 points.
Students examine classic texts in Enlightenment studies as well as interpretations of the Enlightenment that place these texts in cultural context and larger historical perspective. Topics include the philosophies and the gods, the social and political sciences, ethical thought, utopian literature, and popular culture.

Seminar: The Russian Revolution
V57.0291 Kotsonis. Offered every other year. 4 points.
This seminar has two objectives: (1) an in-depth survey of the events, personalities, and interpretations of the Russian Revolution through a close analysis of numerous and varied sources and (2) a workshop in the writing of history through the preparation and criticism of short papers and written exercises.

Seminar: 20th-Century France
V57.0302 Berenson. Offered every other year. 4 points.
Social and political history of France from the French Revolution to the late 19th century. Topics include the French Revolution and its legacy; the Empire; movements of the right and the left; urbanization; the Revolution of 1848 and the Paris Commune; the Dreyfus Affair; colonization; and the question of nationhood, citizenship, and the emergence of a French identity.

Seminar: 19th-Century France
V57.0303 Chapman. Offered every year. 4 points.
The transformation of French society since the beginning of the 20th century. Topics include nationalism, socialism, labor conflict, economic crisis, war and collaboration, colonialism and decolonization, student uprising, immigration, the establishment of a presidential regime, and regional and ethnic militancy.

United States History

Seminar: Reading and Writing Experimental History
V57.0672 Hudes. 4 points.
Investigates and evaluates the ways in which scholars attempt to expand the boundaries of writing history. Focuses on the relationship between historical evidence and the writing of history in new ways; relation between scholar and subject; connections between history and speculation; use of unconventional voices; re-creation of past
Seminar: Constructions of Race in U.S. History
V57.0680 Hodges. 4 points.
Explores the ideas of race and how racial classifications have changed over time and across regions and cultures in the United States. Themes include language, color, law, science, slavery, mixed ancestries, and white identity.

Seminar: The Civil War
V57.0683 Hodges. 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
V57.0684 Offered every other year. 4 points.
Explores classical arguments in American history concerning social behavior. Central themes: the power of cultural conditioning, the role of schooling and other acculturating institutions, the uses of “uplifting” reform and organizational benevolence, and the intervention of professional experts into social policymaking. Special attention to the role of ethnic and racial leaders, proponents of success and socialization, critical investigations of family and femininity, and analysis of distinctive generational responses to these and related issues.

Seminar: The New Deal
V57.0686 Katz. Offered every year. 4 points.
Explores the historical issues of the Great Depression and the New Deal years, 1933-1941, by discussing several relevant works on this period. Students choose a research project, which they report orally and in a seminar paper.

Seminar: Sport and Film in American History
V57.0698 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.

Seminar: Capitalism in South Asia
V57.0527 Sartori. Offered every year. 4 points.
Is capitalism a set of global arrangements superimposed on a set of local cultures, a long-term tendency of South Asian societies, or something that has entered into the very structure of modern South Asian society? This course explores a series of topics including the Indian Ocean trading world; “proto-industrialization” in pre-colonial India; the East India Company; deindustrialization, peasantsization, and traditionalization; continuity and transformation in peasant society; developmentalist theories and pro-industrialization policies; nationalism, decolonization, and political economy; and neo-liberalism.

Seminar: China and Taiwan
V57.0529 Karl. Offered periodically. 4 points.

Seminar: Topics in Eurasian History
V57.0533 Offered every year. 4 points.
This research seminar focuses on major historical issues and problems in the history of Eurasia, which is the largest landmass in the world but rarely taught as a region or unit of historical analysis. The course responds to recent shifts in the historical discipline, which emphasize frameworks larger than the “nation-state” for historical research and analysis. Topics might include The Mongol Empire and Its Legacy; Early Modern Empires: China, Russia, and the Ottomans; Scientific and Technological Exchanges, 1225-2000; Eurasian Militaries; and Nomads and Nomadism in Eurasia.

Seminar: Gender and Radicalism in Modern China
V57.0536 Identical to V33.0536. Karl. Offered every year. 4 points.
Examines the interrelated rise of political, ideological, and cultural radicals 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: Modern Africa
V57.0584 Hull. Offered every year. 4 points.
This advanced seminar covers the period since 1960 with an emphasis on the last two decades. It analyzes a number of topics, including religious fundamentalism and terrorism, governance, economic development, urbanization, environmental protection, gender and ethnic relations, and disease, especially AIDS and malaria. Each topic is discussed rather broadly, while individual students in their own research have an opportunity to focus more narrowly on an aspect of a topic as it applies to a specific country or region.

Seminar: Ancient Africa
V57.0597 Hull. Offered every year. 4 points.
This research seminar attempts to examine critically a number of important cities, towns, and states that flourished before the period of external, mainly European, control. The course explores the key reasons for their emergence, dynamism, and demise. In the process, it considers such factors as governance, commerce, the arts and architecture, social organization, and religion. The period covered extends from the New Kingdom in Egypt to

HISTORY OF ASIA, AFRICA, AND LATIN AMERICA

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(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
V57.0710  Identical to V33.0710. Offered every other year. 4 points.

Takes up a watershed event in Japanese history, the greatest single preoccupation of Japanese historians. The war is dealt with in two senses: its meaning for Japan’s international history and its impact on the domestic landscape. Readings are drawn from both primary and secondary sources so that interpretative controversies as well as texts may be discussed. Thematically, the course divides into sections: (1) the great debates over Japanese fascism and ultranationalism; (2) the China War; (3) the Pacific War; (4) the Coprosperity Sphere; (5) the atom bomb, surrender, and occupation; and (6) issues of public memory and war responsibility.

Seminar: Conquest and the Origins of Colonialism in Latin America and the Caribbean
V57.0757  Thomson. Offered every several years. 4 points.

How did colonizing European and colonized American peoples perceive each other, respond to unprecedented historical conditions, and reshape their worlds in the early modern era? What confluence of economic, political, and spiritual forces led to European domination in the New World? What were the common and distinctive features of the conquest in the Caribbean, Mexico, the Andes, Brazil, and New World frontier settings? These questions are addressed through a range of historical sources and contemporary works that cast light on the past and reflect postconquest thought about race, colonialism, and modernity.

Seminar: Latin America and the Caribbean
V57.0799  Ferrer, Grandin, Thomson, Weinstein. Offered every year. 4 points.

Seminars are organized around broad themes in Latin American and Caribbean history. Recent topics have included African Slavery in Latin America and the Caribbean; Haiti and Cuba: Connections and Comparisons; the Cold War in Latin America; and Memory and Violence in Latin America. Students choose a research topic related to the semester’s theme, conduct primary source research in area libraries, and produce a final, original research paper.

GLOBAL AND SPECIAL TOPICS SEMINARS

Seminar: Colonialism and Decolonization
V57.0569  Goswami. Offered every year. 4 points.

Draws on canonical works produced in the interdisciplinary context of "colonial studies" to address the history of colonialism since the late 18th century. Class discussions focus on the shifting forms and strategies of colonial domination for the remaking of 19th- and 20th-century worlds, the relationship between colonial and metropolitan politics, the meaning of "colonial modernity," and anticolonial nationalism. Historical readings draw on examples of British, French, Dutch, and Japanese colonialism in South Asia, Africa, Southeast Asia, and East Asia.

Seminar: Topics in Environmental History
V57.0829  Appuhn, Needham. 4 points.

Allows students to explore topics in environmental history. Subjects covered vary according to instructor interest and student needs. Examples of topics covered include urban environments, technology and nature, the history of human-animal relations, the history of resource management, and the idea of wilderness in Western culture.

INDEPENDENT STUDY

Independent Study
V57.0997,0998  Prerequisites: junior or senior standing and permission of the instructor and the director of undergraduate studies. Students may not take more than one independent study course per term. No more than two may count toward the major.

Instructors are limited to two independent study students per term. Offered every term. 2 or 4 points per term.

INTERNERNSHIP PROGRAM

Internship
V57.0980,0981  Prerequisite: permission of the director of undergraduate studies. Open only to junior and senior history majors. Offered every term. 4 points per term.

Enables advanced and qualified students to work on historical projects for credit for up to 12 hours per week in approved agencies or archival centers.

CROSS-LISTED COURSES

The following are designated related courses offered in other departments and generally cross-listed with the Department of History. For more up-to-date information on cross-listed courses, please check the schedules on the department’s Web site.

Modern Jewish History
V57.0099  Identical to V78.0103. Engel. 4 points.

See description under Hebrew and Judaic Studies (78).

What Is Islam?
V57.0085  Identical to V77.0691, V90.0083. 4 points.

See description under Religious Studies (90).

The Irish and New York
V57.0180  Identical to V18.0758, V38.0180. 4 points.

See description under Irish Studies (58).

Topics in Irish History
V57.0181  Identical to V58.0181. 4 points.

See description under Irish Studies (58).

History of Modern Ireland, 1580-1800
V57.0182  Identical to V58.0182. 4 points.

See description under Irish Studies (58).
History of Modern Ireland, 1800-1922  
V57.0183 Identical to V58.0183.  
4 points.  
See description under Irish Studies (58).

History of Modern Ireland, 1922-Present  
V57.0184 Identical to V58.0184.  
4 points.  
See description under Irish Studies (58).

Seminar in Irish History  
V57.0185 Identical to V58.0185.  
4 points.  
See description under Irish Studies (58).

The Irish in America  
V57.0187 Identical to V58.0187.  
4 points.  
See description under Irish Studies (58).

Greek History from the Bronze Age to Alexander  
V57.0200 Identical to V27.0242.  
4 points.  
See description under Classics (27).

History of the Roman Republic  
V57.0205 Identical to V27.0267.  
4 points.  
See description under Classics (27).

History of the Roman Empire  
V57.0206 Identical to V27.0278.  
Fulfills advanced European requirement and pre-1800 requirement for the major.  
4 points.  
See description under Classics (27).

History and Literatures of the South Asian Diaspora  
V57.0326 Identical to V18.0313.  
Sandshe.  
4 points.  
See description under Asian/Pacific American Studies (18).

The History of Ancient Egypt, 3200-50 B.C.E.  
V57.0306 Identical to V77.0611.  
Goedt.  
4 points.  
See description under Middle Eastern and Islamic Studies (77).

History of Jewish Women in America  
V57.0511 Identical to V78.0185.  
Fulfills advanced U.S. requirement. Diner. Offered every other year.  
4 points.  
See description under Hebrew and Judaic Studies (78).

Islam and the West  
V57.0520 Identical to V77.0694.  
4 points.  
See description under Middle Eastern and Islamic Studies (77).

The Emergence of the Modern Middle East  
V57.0531 Identical to V77.0690.  
Lockman.  
4 points.  
See description under Middle Eastern and Islamic Studies (77).

Palestine, Zionism, Israel  
V57.0532 Identical to V77.0697.  
Lockman.  
4 points.  
See description under Middle Eastern and Islamic Studies (77).

The Land of Israel Through the Ages  
V57.0540 Identical to V78.0141, V90.0609.  
Schiffman.  
4 points.  
See description under Hebrew and Judaic Studies (78).

Seminar: Colonialism, Imperialism, and Nationalism in the Middle East  
V57.0541 Identical to V77.0677.  
Fahmy, Lockman.  
4 points.  
See description under Middle Eastern and Islamic Studies (77).

The Ottoman Empire in World History  
V57.0535 Identical to V77.0650, V65.0651.  
4 points.  
See description under Middle Eastern and Islamic Studies (77).

Seminar: Topics in Middle Eastern History  
V57.0530 Identical to V77.0688.  
4 points.  
See description under Middle Eastern and Islamic Studies (77).

Approaches to the Asian/Pacific American Experience  
V57.0626 Identical to V18.0301.  
4 points.  
See description under Asian/Pacific American Studies (18).

Seminar: Modern Central Asia  
V57.0700 Identical to V77.0700.  
4 points.  
See description under Middle Eastern and Islamic Studies (77).

Vietnam: Its History, Its Culture, and Its Wars  
V57.0737 Identical to V33.0737.  
Roberts, Young.  
4 points.  
See description under East Asian Studies (33).

The Holocaust: The Third Reich and the Jews  
V57.0808 Identical to V78.0685.  
4 points.  
See description under Hebrew and Judaic Studies (78).

Topics in Women’s History  
V57.0820 Identical to V18.0737.  
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 at a site where that language is spoken are required of all majors to help ensure that they acquire a deeper understanding of a country’s culture and institutions. In their junior or senior year, majors are also encouraged, though not required, to take advantage of the many internship opportunities that are available in New York City to students of international relations.

**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 50 per year. Therefore, interested students need to submit a formal application by October 15 of their sophomore year. Application forms can be found at the International Relations Web site: http://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 (V53.0700) and either Economics I or II, and commitment to the field. Commitment to the field can be demonstrated by a research paper, a summer job, or other work in international relations that shows an ongoing interest in the topic.

All majors must complete a total of 14 courses. 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 Web site.
Transfer Students

We cannot consider applications to the IR honors major for students outside of NYU until the student is formally enrolled at NYU. Students transferring from another college within NYU may apply up until the fall of their junior year in certain cases. Permission to apply in the fall semester of their junior year is approved on a case-by-case basis by the program director. Students must have taken and received grades in at least two of the required core courses at NYU before applying in the fall of junior year. Once at NYU, students interested in IR should meet with the IR undergraduate student adviser (in the Department of Politics) to get their records reviewed and to receive a preliminary assessment of their prospects of being admitted to this major.

Courses

CORE

Students are required to complete V53.0700 and either V31.0001 or V31.0002 prior to application. Majors must complete four core courses, including V31.0001, V31.0002, and V53.0700. For course descriptions, see Economics (31), Politics (53), or Sociology (93), as appropriate.

Economic Principles I
V31.0001 LS students may substitute T08.1001. Offered every semester. 4 points.

Economic Principles II
V31.0002 LS students may substitute T08.1002. Offered every semester. 4 points.

International Politics
V53.0700 Offered every year. 4 points.

Choose one from the four courses below:

Statistics (Economics)
V31.0018 Offered every semester. 6 points.

Quantitative Methods in Political Science
V53.0800 Offered every semester. 4 points.

Statistics for the Behavioral Sciences (Psychology)
V89.0010 Offered every year. 4 points.

Statistics for Social Research (Sociology)
V93.0302 Offered every semester. 4 points.

THE INTERNATIONAL RELATIONS ENVIRONMENT

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

International Economics
V31.0238 Offered every year. 4 points.

Economic Development
V31.0525 Offered every year. 4 points.

Topics in the Global Economy
V31.0324 Offered every year. 4 points.

International Trade
V31.0355 Offered every other year. 4 points.

International Finance Theory
V31.0336 Offered every other year. 4 points.

International Finance
V31.0330 Offered every other year. 4 points.

U.S. Foreign Policy
V53.0710 Offered every year. 4 points.

National Security
V53.0712 Offered every year. 4 points.

Diplomacy and Negotiation
V53.0720 Offered every other year. 4 points.

International Organization
V53.0730 Offered in the fall. 4 points.

Business and American Foreign Policy
V53.0736 Offered every other year. 4 points.

International Law
V53.0740 Offered in the spring. 4 points.

War, Peace, and World Order
V53.0741 Offered every year. 4 points.

Terrorism
V53.0742 Offered every other year. 4 points.

International Politics of the Middle East
V53.0760 Offered every other year. 4 points.

International Relations of Asia
V53.0770 Offered every other year. 4 points.

International Political Economy
V53.0775 Offered every year. 4 points.

Inter-American Relations
V53.0780 Offered every other year. 4 points.

Undergraduate Field Seminar: International Politics
V53.0795 Offered every year. 4 points.

Immigration and Politics in Western Europe
V53.0511 4 points.

Games, Strategy, and Politics
V53.0844 Offered in the fall. 4 points.

IR Seminar: EU and Central Europe in Transition
V52.9801 Offered in Prague. 4 points.
FOREIGN LANGUAGE
Students may satisfy this requirement by completing two courses beyond the intermediate level. It is recommended that the language be related to the regional specialization and the study abroad site (but not, for example, if the site is London). We encourage students who are already fluent in English and another language to study an additional language at the advance level. If a student considers him- 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 should normally be taken during the term abroad. Whether taken at NYU or abroad, both courses must be approved in advance by the director or the undergraduate adviser for IR.

STUDY ABROAD
 Students spend a semester at one of the nine NYU programs abroad or at one of the 18 universities around the world with which NYU has an exchange agreement. Permission to study at any other site must be petitioned in advance in the Office of the Associate Dean for Students, after approval by the IR program. Students may study abroad for an entire year given that the year abroad will still permit the student to complete the necessary requirements for the major. The student should consult the undergraduate adviser for IR to discuss the possibility of an entire year abroad. Due to the yearlong senior honors sequence, students will not be able to study abroad in their senior year.

SENIOR HONORS
 The major constitutes an honors track with emphasis on quantitative methods and techniques, and students must complete the requirements for departmental honors by taking the senior seminar and writing a thesis.

INTERNATIONAL RELATIONS SENIOR SEQUENCE

Senior Seminar
 V52.0990  Prerequisite: permission of the director of the international relations major. Students must maintain a 3.65 GPA to be eligible for this seminar.
 The first half of the international relations major’s two-semester capstone experience, this course is designed to equip students with the skills required to write an excellent international relations thesis (V52.0991) in the spring semester. The course is meant to be a bridge between the major’s required course in research methods and the substantive courses in the major. Students learn how to develop explanations for international phenomena, derive testable hypotheses, and develop research designs capable of testing them.
 This course is only offered in the fall and must be taken in the fall semester of the senior year.

Senior Thesis
 V52.0991  Prerequisite: permission of the director of the international relations major.
 One term of individual research culminating in the production of a senior thesis of the student’s own choice under the supervision of an appropriate member of the faculty. This course is only offered in the spring and must be taken in the spring semester of the senior year.

IR BRIEFING SESSION
 A briefing session on the IR honors major takes place every September. Freshmen and sophomores wishing to apply to the IR honors major should attend the briefing session to learn more about the application process and requirements.
Ireland and its diaspora present an extraordinarily significant and rewarding area of intellectual inquiry. The study of Irish society and culture provides students with an understanding of Ireland’s historical experience: its colonial past; its contribution to literature, both medieval and modern; its far-reaching effect in the modern world through its diaspora; and its dual language tradition and rival national narratives. The Irish studies minor at NYU offers an interdisciplinary program providing students with the opportunity to study and pursue directed research in the history and culture of Ireland and Irish America, exploring such areas as literature, history, drama, politics, art, cinema studies, music, and the Irish language. A faculty of internationally renowned scholars is supplemented by the regular presence of prominent visiting professors. In addition to the program at Washington Square, NYU in Dublin gives students the opportunity to study in Ireland during the summer.

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

**Faculty**

| Henry James Professor of English and American Letters and University Professor: Donoghue | Clinical Assistant Professors: Casey, Waters |
| Glucksman Chair of Irish Studies: Lee | Global Distinguished Professor: Moloney |
| Irish Language Lecturer: Ó Cearúill |

**Assistant Professors/Faculty Fellows:**

- Bender, Nyhan

**Adjunct Associate Professor:** Truxes

**Adjunct Assistant Professor:** Almeida

**Program**

**MINOR**

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

**NYU IN DUBLIN**

- The focus of NYU’s summer program in Dublin is contemporary Ireland and its culture. The program is centered at Trinity College, Ireland’s oldest university, situated in the heart of Dublin, where students reside and take classes. Courses are open to NYU and non-NYU students, both graduate and undergraduate, and include Irish literature, history, politics, visual and performing arts, creative writing, popular culture, and the Irish language. The academic program is complemented by a series of field trips and cultural and social activities designed to broaden students’ knowledge of Ireland. Among the typical evening activities are outings to the theatre, poetry readings, screenings at the Irish Film...
Courses

**Introduction to Celtic Music**  
V58.0152  4 points.  
Provides a comprehensive introduction to the traditional and contemporary music of the Celtic areas of Western Europe: Ireland, Scotland, Wales, Brittany, and Galicia. Recordings and live performances present the extraordinary range of singing styles and the musical instruments employed in each culture, including harps, bagpipes, and a variety of other instruments, along with a study of their history, along with a study of their origin, evolution, and cultural links.

**The Irish and New York**  
V58.0180  Identical to V18.0758, V57.0180. 4 points.  
Examines the Irish 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, 1580-1800**  
V58.0182  Identical to V57.0182. 4 points.  
Examines the English conquest of Ireland from the reign of Elizabeth I to the last meeting of the Irish Parliament. Key themes include the plantation of Ireland with settlers from England, Scotland, and Wales; the decline of the Gaelic political order and culture; the religious reformation and Counter-Reformation; Ireland as a site of English and European wars; the imposition of a penal code; and the vain attempt to rebel against British rule in the late 18th century, resulting in the Act of Union, which disestablished the Irish Parliament in Dublin.

**History of Modern Ireland, 1800-1922**  
V58.0183  Identical to V57.0183. 4 points.  
Examines the period from the Act of Union between Great Britain and Ireland to the achievement of partial independence in 1922. Topics covered include the Union and its aftermath; the growth of nationalism in 19th-century Ireland; the Great Famine of 1845-1851 and its long-term economic, social, and political consequences; the shaping of modern Ireland; Fenianism and the Land War; the Irish cultural revival; the policy of Home Rule and Unionist reaction; the 1916 Rising; and the War of Independence.

**History of Modern Ireland, 1922 to Present**  
V58.0184  Identical to V57.0184. 4 points.  
Focuses on the political history of the two jurisdictions within the island of Ireland founded upon the partition settlement of 1920-1922. An era of revolution and bitter conflict temporarily gave way to a period of separate state-building projects according to different political, cultural, and economic priorities and therefore to divergent historical experiences. Division has characterized the history of the island in the 20th century, and attempts to negotiate those fractures characterize the political agenda, a process ongoing in the present moment.

**Seminar in Irish History**  
V58.0185  Identical to V57.0185. 4 points.  
Intensive examination of specific areas of Irish history, with an emphasis on critical reading and individual research projects. Past themes include the development and modernization of the Republic of Ireland with particular consideration of the economy; the Great Famine of 1845-1851, which was an immediate and long-term catastrophe for the Irish people but also the catalyst for substantial changes—positive and negative—in Irish society and culture; and the cinematic representations of Irish Americans.

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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 applies. If accepted, B.A./M.A. candidates will take the 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; an application may be obtained from Justin Lorts, 905I Silver Center, 212-998-8521. Students with questions about the B.A./M.A. degree in Irish studies should contact the director of undergraduate and graduate studies, Professor John Waters, at gjas.irishstudies.ma@nyu.edu.
The Irish in America  
V58.0187 4 points.  
Examines the Irish experience in the United States by considering the history of the relationship from both sides of the Atlantic. Encompasses the period from 1845 to the present: the years from the potato famine to the Celtic Tiger. Areas covered include the political, social, and economic forces in Ireland that prompted emigration; the demographic patterns of immigration; the role of religion and the Catholic Church in the development of the community; Irish immigrant influence and involvement in the American political system and labor movement; the persistence of the Irish nationalist movement in America and how the Irish experience in America is reflected in literature and on stage and screen. Course materials range from readings in immigration history and original source material to Irish American drama and film.

Contemporary Irish Politics and Society  
V58.0515 Identical to V42.0515. 4 points.  
An examination of the politics of contemporary Ireland, north and south. The course focuses on political, governmental, and constitutional developments in the Republic of Ireland since independence and discusses the causes of conflict and the prospect of resolution in Northern Ireland.

The Irish Renaissance  
V58.0621 Identical to V41.0621. 4 points.  
See description under English (41).

Irish American Literature  
V58.0622 4 points.  
Examines Irish American literature from the 19th century to the present, considering the literary responses of generations of Irish immigrants as they strove to understand and contribute to the American experience. The works of writers such as F. Scott Fitzgerald, Eugene O’Neill, Flannery O’Connor, John O’Hara, and William Kennedy are explored, as are the connections between ethnic and literary cultures.

Colloquium: Joyce  
V58.0625 Identical to V41.0625. 4 points.  
See description under English (41).

Irish Dramatists  
V58.0700 Identical to H28.0603, V30.0700. 4 points.  
A study of the rich dramatic tradition of Ireland since the days of William Butler Yeats, Lady Gregory, and the fledgling Abbey Theatre. Playwrights covered include John Millington Synge, Sean O’Casey, Samuel Beckett, Brendan Behan, Brian Friel, Tom Murphy, Frank McGuinness, and Marina Carr. Issues of Irish identity, history, and postcoloniality are engaged alongside an appreciation of the emotional texture, poetic achievements, and theatrical innovations that characterize this body of dramatic work.

Topics in Irish Literature  
V58.0761 Identical to V41.0761. 4 points.  
Emphasis varies by semester; designed to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included contemporary Irish fiction and poetry, Irish women writers, and Northern Irish poetry.

Independent Study  
V58.0998 Prerequisite: permission of the director of undergraduate studies. 2 or 4 points per term.  
Independent study with an Irish studies faculty member.

BASIC LANGUAGE COURSES IN IRISH  
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. The Irish language fulfills the MAP language requirement.

Elementary Irish I  
V58.0100 Identical to V42.0100.  
Open to students with no previous training in Irish. 4 points.  
Introduces students to the rudiments of the Irish language, including phonemes and pronunciation, syntactical structure, and verbal conjugations. In addition, a history of the language is provided, as well as a general introduction to Irish culture, including discussions of family and place names. Students are encouraged to begin speaking with basic sentence structures.

Elementary Irish II  
V58.0101 Identical to V42.0101.  
Continuation of V58.0100 or assignment by placement examination or permission of the department. 4 points.  
Builds on the grammatical lessons of Elementary Irish I and expands into more complex verbal conjugations while concentrating on idiomatic expressions. The accumulation of vocabulary is stressed, and students are introduced to basic literature in Irish while developing beginning conversational fluency.

Intermediate Irish I  
V58.0102 Identical to V42.0102.  
Prerequisite: V58.0101, assignment by placement examination, or permission of the department. 4 points.  
For the more advanced student of Irish, this course focuses on improving conversational fluency and on expanding vocabulary through reading more complex literature in Irish.

Intermediate Irish II  
V58.0103 Identical to V42.0103.  
Continuation of V58.0102 or assignment by placement examination or permission of the department. 4 points.  
Focuses on conversational fluency, reading complex literature in Irish, and writing in the Irish language, further encouraging students to strengthen their pronunciation and command of spoken Irish.
Italy has played a major role in the shaping of Western civilization and today holds the largest number of world heritage sites as defined by UNESCO. The study of Italian literature and culture permits an investigation of this heritage. Yet Italy is not defined only by its past. One of the most advanced and prosperous countries in the world, Italy has long provided models of family-based capitalism (Benetton, Fiat) and is a leader in fashion and design. Its economic productivity and importance in geopolitical and trade networks bring immigrants from Eastern Europe, Africa, and Asia to the country. An education in Italian language, culture, and society offers a basis for understanding present-day Italy and its impact on globalized workforces and marketplaces. Italian studies has application for careers in international business, diplomacy, design, and the fine arts. As part of a double major, Italian is an excellent complement to studies in other areas, including economics, political science, law, history, comparative literature, music, art, drama, and film.

The Department of Italian Studies at New York University is one of the country’s leading centers for Italian studies and offers both undergraduate and graduate degrees. A faculty of internationally renowned scholars is supplemented by the regular presence of prominent visiting professors from Italy.

Casa Italiana Zerilli-Marimò: The Department of Italian Studies is located in the Casa Italiana Zerilli-Marimò at 24 West 12th Street. Once the residence of General Winfield Scott, it is a national historic landmark. Donated to NYU by Mariuccia Zerilli-Marimò in memory of her husband, the late Baron Guido Zerilli-Marimò, the Casa Italiana is now a widely recognized center for Italian cultural and social activities. Students are encouraged to participate in the many lectures, conferences, concerts, and film series offered by the Casa Italiana and by the Department of Italian Studies.

NYU in Florence at Villa La Pietra: NYU’s center for study abroad in Florence is situated on a hillside just north of the city. A magnificent 57-acre Renaissance estate with five villas, La Pietra houses a notable early Renaissance art collection and one of the most beautiful and authentically restored Renaissance gardens in Italy. This extraordinary campus environment features newly renovated classrooms, computer labs, e-mail and Internet access, and other facilities. Students are lodged in villas at La Pietra or in private apartments and households in residential areas.

Students can study at NYU in Florence for the fall or spring semester, as well as for the full academic year. A full course load is usually four courses per semester.
(16 to 18 points) or 32 to 36 points for the academic year. While most courses are taught in English, NYU in Florence is also proud to offer a new Italian immersion program for majors and minors in Italian, as well as 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 the Casa Fiorentina, a residence in centro for Italian-speaking only that offers special events and trips for students, or they may choose to live with a family. They may also wish to become involved in one of the many internship possibilities offered either for credit or for no credit: working in a school, in a museum, or with the elderly in a “meals on wheels” program.

Additionally, NYU in 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.

Undergraduates from NYU who have majored or minored in Italian with a GPA of 3.5 or above are eligible for the five-year B.A./M.A. degree program in Italian studies, with the fifth-year M.A. held entirely in Florence at Villa La Pietra. Students must apply for the B.A./M.A. before they graduate and ideally before they have accumulated more than 96 credits. Additionally, they must have taken at least one graduate course over and above their required credits for the B.A. while they are in the B.A. program, and must have a 3.5 GPA or above in their major. Students receive a significant tuition discount of 50 percent for their M.A. year abroad.

While enrolled in the B.A./M.A. program, students take courses during the fall and spring semesters in Florence with resident faculty from the Department of Italian Studies, faculty at the Università di Firenze and the Istituto Italiano di Scienze Umane, and, if appropriate, with NYU in Florence faculty. Students are also eligible for internships. 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 the 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 through the Office of Student Life. One such option is living with an Italian family in Florence.

Current majors and minors 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. They should also contact Professor Jane Tylus (jt76@nyu.edu), departmental liaison to the villa program, and Professor Maria Luisa Ardizzone, director of graduate studies (mla1@nyu.edu), for further information on the M.A. A designated adviser in the College of Arts and Science (CAS) advising office in the Silver Center for Arts and Science (100 Washington Square East, 9th Floor) is also available for assistance on the B.A./M.A. program.

**Faculty**

Professors: Ben-Ghiat, Cox, 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), Judt (History), Rice (Art History)

Language Lecturers: Anderson-Tirro, Bonfield, Bresciani, Cipani, Marchelli, Scarcella Perino, Sebastiani de Nicola, Visconti di Modrone

**Program**

**MAJOR**

Satisfactory knowledge of Italian is a prerequisite for majoring in Italian. This is normally interpreted as the completion of V59.0030 with the grade of C or better. Transfer students must complete at least five of the nine courses required for the Italian major while in residence at New York University. In addition, the director of undergraduate studies may approve courses taken at a program of study in Italy to count toward the major. All prospective majors should contact a department adviser prior to registration.

**Note:** Internships do not count toward the Italian major. The prerequisite for introductory literature, advanced literature, and culture and society courses conducted in Italian is V59.0030 or permission of the instructor.

V59.0115 or V59.0116 should be taken before any advanced literature courses taught in Italian.

**Programs of Study**

Qualified students may choose one of four programs of study. They may concentrate on Italian language and literature; Italian language, culture, and society; Romance languages; or Italian and linguistics.
ITALIAN STU DIES

ITALIAN LANGUAGE AND LITERATURE:
This plan of study normally consists of the following:

- V59.0030
- One conversation course (V59.0101 or V59.0107)
- One composition course (V59.0103 or V59.0105)
- Two readings in literature courses (V59.0115 and V59.0116)
- Three advanced literature courses
- One culture and society course

ITALIAN LANGUAGE, CULTURE, AND SOCIETY:
This plan of study normally consists of the following:

- V59.0030
- One conversation course (V59.0101 or V59.0107)
- One composition course (V59.0103 or V59.0105)
- One readings in literature course (V59.0115 or V59.0116)
- Three culture and society courses
- One additional Italian culture and society course, chosen from the relevant course offerings of other departments, such as history, medieval and Renaissance studies, music, politics, or Italian graduate courses open to seniors (for general requirements, please see under “Graduate Courses Open to Undergraduates”)
- One advanced literature course

ROMANCE LANGUAGES:
This plan of study normally consists of nine courses distributed between two languages—a combination of either Italian-French, Italian-Spanish, or Spanish-French. When taken with Italian, the major consists of the following:

- V59.0030
- One conversation course in each of the two languages (V59.0101 or V59.0107, and one of the following: V45.0101, V45.0102, or V95.0101)
- One composition course in each of the two languages (V59.0103 or V59.0105, and one of the following: V45.0105, V45.0106, or V95.0106)
- One readings in literature course in each of the two languages (V59.0113 or V59.0116, and one of the following: V45.0115, V59.0811, or V95.0813); one culture and society course in each of the two languages (V59.0160 through V59.0173, and one of the following: V45.0163, V45.0164, V95.0762, or V95.0261)
- Two upper-level language or literature courses, to be divided between the two languages

ITALIAN AND LINGUISTICS:
This plan of study normally consists of nine courses distributed between Italian and linguistics as follows:

- V59.0030
- One advanced Italian language course: V59.0101, V59.0107, V59.0103, or V59.0105
- Two advanced courses in either Italian literature or culture and society, to be determined in consultation with the director of undergraduate studies

Also required are the following linguistics courses: an introductory course (V61.0001, V61.0002, or V61.0028), V61.0011, V61.0013, and two courses from two different areas, including phonology, psycholinguistics, semantics, sociolinguistics, historical linguistics, or computational linguistics.

MINOR
All students who wish to minor in Italian must contact the department and consult a department adviser prior to any registration.

MINOR IN ITALIAN STUDIES:
Four courses beyond V59.0012 or V59.0020. These courses shall consist of the following:

- V59.0030
- One advanced language course (V59.0101, V59.0107, V59.0103, or V59.0105)
- Two courses in literature and/or culture and society to be chosen after consultation with the director of undergraduate studies

Note: The prerequisite for introductory literature, advanced literature, and culture and society courses conducted in Italian is V59.0030 or permission of the instructor.

MINOR IN LITERATURE IN TRANSLATION:
See under Literature in Translation.

Note: Internships do not count toward the minor. The director of undergraduate studies may approve a maximum of two courses taken at a program of study in Italy to count toward the minor.

HONORS PROGRAM IN ITALIAN STUDIES
Honors in Italian studies will be awarded to majors who maintain an overall GPA of 3.65 and an average of 3.65 in the major and successfully complete the honors program. Students will complete an 8-point sequence consisting of the Senior Honors Seminar (V59.0999) and the Honors Independent Study (V59.0990). Of these courses, only the first two may be counted as advanced courses for the major. The subject of the Senior Honors Seminar changes each year and is decided on by the faculty member teaching the seminar. The subject of the Senior Honors Seminar, a small class in which students develop their honors thesis, is normally taken during the fall semester of the senior year. The primary focus of the seminar is on research and the application of critical methodologies. Students define a thesis topic of their choice, develop a bibliography, read broadly in their area, and begin their research. A substantial part of the research, usually including a rough draft of the thesis, should be completed by semester’s end.

During the spring semester of the senior year, students should enroll in Honors Independent Study (V59.0990). In close consultation with the thesis adviser, students work on the revisions and final draft of the thesis. The finished 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, typed pages in length. In consultation with an additional faculty member who also evaluates the thesis, the student’s adviser determines whether or not to recommend them 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.

APPLICATION PROCEDURE:
Applications for admission to the program are made to the director...
of the honors program at the beginning of the fall semester of the junior year. The application form is available in the Department of Italian Studies. Interested students should attach to the application an unmarked copy of a paper that they have submitted in a CAS Italian course. The paper should demonstrate the student’s analytic abilities and application of critical methodology. A decision will be made once final grades have been submitted for the term in which the student applies. Accepted students should discuss registration with the director of the honors program. For general requirements, please see Honors and Awards.

Note: placement in Italian language courses is explained under “Placement Examinations” in the Academic Policies section of this bulletin.

Fulfillment of the Morse Academic Plan (MAP) language requirement: The language requirement in Italian may be fulfilled either by two 6-point intensive courses (V59.0010 and V59.0020) for a total of 12 points, or by the extensive sequence of four 4-point courses (V59.0001, V59.0002, V59.0011, and V59.0012) for a total of 16 points. A student may follow a plan of study combining two 4-point courses with one 6-point course (V59.0010, V59.0002, and V59.0020), V59.0010 and V59.0011, V59.0012) for a total of 14 points. All students planning to study in Italy or continue their study of Italian beyond the MAP requirements are strongly advised to take V59.0010 and V59.0020, since this permits completion of the language requirement in two semesters.

INTRODUCTORY LANGUAGE COURSES

INTENSIVE SEQUENCE

Intensive Elementary Italian
V59.0010 Open to students with no previous training in Italian and to others on assignment by placement test. Completes the equivalent of Elementary Italian I and II in one semester. Offered every semester. 6 points.

Intensive Intermediate Italian
V59.0020 Prerequisite: V59.0010, or V59.0001.0002, or assignment by placement test. Completes the equivalent of Intermediate Italian I and II in one semester. Offered every semester. 6 points.

EXTENSIVE SEQUENCE

Elementary Italian I
V59.0001 Open to students with no previous training in Italian and to others on assignment by placement test. Fulfills MAP language requirement. Not equivalent to V59.0010. Only by combining V59.0001 with V59.0002 can a student complete the equivalent of V59.0010 and then continue on to the intermediate level. Offered every semester. 4 points.

Elementary Italian II
V59.0002 Prerequisite: V59.0001 or assignment by placement test. Continuation of V59.0001. To continue on to the intermediate level, a student must complete both V59.0001 and V59.0002. This sequence is equivalent to V59.0010. Offered every semester. 4 points.

Intermediate Italian I
V59.0011 Prerequisite: V59.0001,0002, or V59.0010, or assignment by placement test. Continuation of V59.0001. To continue on to the intermediate level, a student must complete both V59.0001 and V59.0002. This sequence is equivalent to V59.0010. Offered every semester. 4 points.

Intermediate Italian II
V59.0012 Prerequisite: V59.0011 or placement test. Fulfills MAP language requirement. Continuation of V59.0011. To fulfill MAP requirements and continue on to the intermediate level, a student must complete both V59.0011 and V59.0012. This sequence is equivalent to V59.0020. Offered every semester. 4 points.

ADVANCED LANGUAGE COURSES

Advanced Review of Modern Italian
V59.0030 Prerequisite: V59.0012 or V59.0020, or permission of the instructor. This course is a prerequisite for other advanced courses in language, literature, and culture and society. Offered every semester. 4 points. Systematizes and reinforces the language skills presented in earlier-level courses through an intensive review of grammar and composition, lexical enrichment, improvement of speaking ability, and selected readings from contemporary Italian literature.

Conversations in Italian
V59.0101 Prerequisite: V59.0030 or permission of the instructor. Offered every semester. 4 points. Students entering this course should have mastered the fundamental structure of Italian. Designed to help students gain confidence and increase their effectiveness in speaking present-day Italian. Through discussions, oral reports, and readings, students improve pronunciation, become familiar with idiomatic 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
V59.0103 Formerly Rewriting Italian. Prerequisite: V59.030 or permission of the instructor. Offered every semester. 4 points. A creative approach to writing in Italian that emphasizes transformations of texts. Students are encouraged to rewrite, parody, and shift genres, with the aim of improving their writing and reading techniques.

Advanced Composition
V59.0105 Prerequisite: V59.0030 or permission of the instructor. Offered every semester. 4 points. Aims to improve the student’s written Italian and reading comprehension of difficult texts. The approach is threefold: (1) intensive study of the syntactical structures
of Italian; (2) reading and analysis of contemporary texts from various sources, such as newspapers, magazines, and literary works; and (3) frequent writing of short compositions stressing grammatical and syntactical accuracy, as well as variety of vocabulary.

Italian Through Cinema
V59.0107 Prerequisite: V59.0030 or permission of the instructor. Offered every semester. 4 points.
Students entering this course should have mastered the fundamental structure of Italian. Aims to enrich knowledge of Italian language, culture, and society through screening and discussion of contemporary Italian cinema and detailed analysis of selected film scripts. Students are encouraged to use different idiomatic expressions and recognize regional linguistic variety. Special emphasis is placed on developing a more extensive vocabulary and an expressive range suited to discussion of complex issues and their representation.

Introduction to Linguistics
V59.0110 Identical to V61.0002. Offered every semester. 4 points.
Focuses on the core areas of grammar: phonetics, phonology, morphology, syntax, and semantics. Develops analytical and problem-solving skills. Examples are drawn from various European and non-European languages alongside English. Recommended for nonlinguistics majors, especially foreign language and English majors.

INTRODUCTORY COURSES
The prerequisite for the following courses is V59.0030 when the course is conducted in Italian, or permission of the instructor.

Readings in Medieval and Renaissance Literature
V59.0115 Prerequisite: V59.0030 or permission of the instructor. Identical to V65.0115. Offered in the fall. 4 points.
Introductory-level literature course that, through a close reading of authors such as Dante, Boccaccio, Petrarch, Machiavelli, and Ariosto, focuses on how to understand a literary text in Italian. Covers Italian literature from its origins to the 17th century.

Readings in Modern Italian Literature
V59.0116 Prerequisite: V59.0030 or permission of the instructor. Offered in the spring. 4 points.
Introductory-level literature course that, through a close reading of authors such as Alfieri, Foscolo, Leopardi, Manzoni, Verga, D’Annunzio, Moravia, and Calvino, focuses on how to understand a literary text in Italian. Covers Italian literature from the 17th century to the contemporary period.

Introduction to the Middle Ages
V59.0117 Ardizzone. Offered every other year. 4 points.
Literature and culture of the Middle Ages with a focus on the 13th and 14th centuries. Francis of Assisi, Laudi, the Sicilian poets, the “Stil Novo,” and Dante’s minor works are examined, as well as Boccaccio’s Decameron and Petrarch’s Rime. Works are considered in relation to feudal society, the Church, the communes, and other medieval political structures.

ADVANCED LITERATURE COURSES
The prerequisite for the following courses is V59.0030 when the course is conducted in Italian, or permission of the instructor.

Dante’s Divine Comedy
V59.0270 Identical to V65.0270 when taught in English. Ardizzone, Freccero. Offered every two to three years. 4 points.
Students study the Divine Comedy both as a mirror of high medieval culture and as a unique text that breaks out of its cultural bounds. The entire poem is read, in addition to selections from the Vita Nuova and other complementary minor works.

Boccaccio’s Decameron
V59.0271 Identical to V65.0271 when taught in English. Ardizzone. Offered every two to three years. 4 points.
A study of Boccaccio’s Decameron with particular emphasis on themes, conceptual innovations, and influences on French and English literatures.

Petrarch and Petrarchism
V59.0872 Formerly Italian Lyric Poetry. Cox. Offered every two to three years. 4 points.
Examines love poetry of Petrarch, one of the most influential lyric poets of all time and a key figure in Renaissance thought. Also traces Petrarch’s influence on later Italian Renaissance poetry, focusing on the 16th century. Poets to be studied include women writers such as Vittoria Colonna and Gaspara Stampa and artists such as Michelangelo and Bronzino.

Court Culture in Renaissance Italy
V59.0311 Cox. Offered every two to three years. 4 points.
Offers the opportunity to study Italian Renaissance art and literature within its social and political contexts, focusing especially on the princely courts of northern Italy, which were among the most dynamic and innovative centers of cultural production in Europe in this period. Secondary source assignments are supplemented with a study of 16th-century literary texts and artworks.

Women’s Writing in the Italian Renaissance
V59.0162 Identical to V97.0163. Cox. Offered every two to three years. 4 points.
A study of the remarkable tradition of published writings by women that developed in Italy between the 15th and 17th centuries. Offers 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.

Love and War in Renaissance Italy: Chivalric Romance and Epic
V59.0145 Cox. Offered every two to three years. 4 points.
Offers the opportunity to study two of the greatest works of Italian literature, Lodovico Ariosto’s Orlando furioso (15132) and Torquato Tasso’s Gerusalemme liberata (1581). Looks at these poems in their historical context and in relation to the rich liter-
ary traditions of romance and epic that converge in them. Thematic focuses include the construction of gender and the representation of religious and racial “otherness.”

Topics in Renaissance Literature
V59.0760 Offered every two to three years. 4 points.
Variable content course taught by regular or visiting faculty. For specific course content, see current bulletin listing.

Gender and Performance in the Italian Theatre
V59.0720 Identical to V30.0720. Tylus. Offered every two to three years. 4 points.
Examines plays that explicitly highlight and question the status and performance of gender, as well as selections from political 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 the “revisions” that women playwrights and writers made to a largely male-dominated canon.

Decadent Italy
V59.0273 Formerly The Romantics. Ferrari. Offered every two to three years. 4 points.
Focuses on the thriving cultural life of the years from Italy’s 1870 unification to the rise of fascism in 1919. Explores the ascent of movements such as scapigliatura, naturalism, decadentism, and futurism. Social, political, and artistic ideas of the period are studied through the works of writers such as Verga, Pascoli, D’Annunzio, Marinetti, and Svevo.

20th-Century Italian Poetry
V59.0272 Ardizzone. Offered every two to three years. 4 points.
Covers the major Italian poets and poetic movements of the 20th century. Works by Ungaretti, Quasimodo, D’Annunzio, Luzi, Zanzotto, and the Lombard school are examined.

Pirandello and the Contemporary Theatre
V59.0274 Identical to V30.0280 when taught in English. Offered every two to three years. 4 points.
An introduction to Luigi Pirandello’s major plays as they relate to the foundation of contemporary theatre. Attention is also paid to grotesque and futurist drama. Works studied include Sei personaggi in cerca d’autore, Cosi è (se vi pare), and Enrico IV.

Modern and Contemporary Century Italian Narrative
V59.0275 Ferrari. Offered every two to three years. 4 points.
Follows the development of Italian narrative from Manzoni and Verga to present-day trends in Italian prose. Emphasizes works of Tabucchi, Maraini, Pasolini, Morante, and Calvino.

Novel and Society
V59.0277 Ferrari. Offered every two to three years. 4 points.
Covers the development of the Italian novel in the context of larger social, political, and cultural developments in Italian society. Particular attention is paid to the relations between narrative and shifts in national identity following the 1870 unification of Italy and at important historical moments of the 20th century. Texts include works by Manzoni, Verga, D’Annunzio, Tomasi di Lampedusa, Vittorini, Moravia, and Volponi.

Women Writers in Contemporary Italy
V59.0278 Formerly The Italian Woman. Identical to V18.0826. Ferrari. Offered every two to three years. 4 points.
Covers novels written by 20th-century Italian women writers. Attention is paid to concepts of gender, history, self, and the differing narrative strategies chosen to portray Italian society and women’s places within it. Texts include works by Banti, Maraini, Corti, Morante, Ginzburg, Bellonci, and Alenno.

Italian Autobiographies
V59.0279 Identical to V42.0276. Ferrari. Offered every two to three years. 4 points.
Examines strategies of self-representation in autobiographies, diaries, letters, and novels of selected authors. Readings include selections from Petrarch, Cellini, Goldoni, Casanova, Alferi, Pellico, Sciascia, Aleramo, Viganò, and others.

Postmodern Italian Fiction
V59.0276 Formerly Calvino and Postmodernism. Ferrari. Offered every two to three years. 4 points.
Follows the development of the Italian novel from the 1970s to the present day. Readings include contemporary classics from authors such as Morante, Calvino, Volponi, Tondelli, and Tabucchi, as well as novels published in the last few years.

Italian Cinema and Literature
V59.0282 Identical to V30.0503. Albertini. Offered every two to three years. 4 points.
Studies the relationship between Italian literature and post-World War II cinema, including the politics and politics of the process of cinematic adaptation. Among the authors and directors examined are Lampedusa, Bassani, Sciascia, Visconti, Moravia, De Crespedes, DeSica, and Rosi.

Other Worlds: Travel Literature in Italy
V59.0283 Ferrari. Offered every two to three years. 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.

The Sicilian Novel
V59.0862 Tylus. Offered every two to three years. 4 points.
Consideration of the Sicilian novel of the 19th and 20th centuries, with particular attention to Sicily’s distinct literature and culture. Writers may include Verga, Pirandello, De Roberto, Lampedusa, Sciascia, Mario Puzo, Andrea Camilleri, Dacia Maraini, Elio Vittorini, and Vincenzo Consolo; films may include Cinema paradiso, La terra trema, Il Gattopardo, The Godfather, and Salvatore Giuliano.
The Italian South: Literature, Theatre, Cinema
V59.0863 Identical to V30.0863. Tylus, Rossellini. Offered every two to three years. 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.

Italian American Life in Literature
V59.0286 Identical to V41.0724. Hensin. Offered every two to three years. 4 points.
A study of the fiction and poetry by which Italian American writers have expressed their heritage and their engagement in American life. From narratives of immigration to current work by “assimilated” writers, the course explores the depiction of Italian American identity. Challenging stereotypes, it explores changing family relationships, sexual mores, and political and social concerns.

Topics in Italian Literature
V59.0285 Offered every two to three years. 4 points.
Courses on subjects of special interest taught by either a regular or a visiting faculty member. For specific courses, please consult the class schedule.

CULTURE AND SOCIETY COURSES
Prerequisite for the following courses is V59.0030 when the course is conducted in Italian, or permission of the instructor.

Dante and His World
V59.0160 Identical to V65.0801, V41.0143. Ardizzone, Fracero. Offered every two to three years. 4 points.
Interdisciplinary introduction to late medieval culture, using Dante, its foremost literary artist, as a focus. Attention is directed at literature, art, and music, in addition to political, religious, and social developments of the time. Emphasizes the continuity of Western tradition, especially the classical background of medieval culture and its transmission to the modern world.

Women Mystics
V59.0172 Tylus. Offered every two to three years. 4 points.
Traces the historical, social, and literary significance of female mystics in late-medieval and early-modern Italy (from roughly 1200 to 1600) through writings by and about them. Primary materials include letters, autobiographies, and hagiographies, while select secondary sources help to situate these women and their texts within their proper historical, literary, and theological contexts.

The Civilization of the Italian Renaissance
V59.0161 Identical to V65.0161 when taught in English. Offered every two to three years. 4 points.
Study of Italian Renaissance civilization from its roots in the Middle Ages. Concentrates on the major problems of the times: the rise of the city-states and the evolution of the signorie, the birth of new language and art forms, and the changing attitudes toward the classical world, science, and philosophy. Students also explore, through readings of chronicles, letters, and contemporary documents, the effects such transformations had on the people of the times, on their daily lives, and on self-perceptions.

Florence: Literature, Art, Culture
V59.0149 Tylus. Offered every two to three years. 4 points.
Covers the jewel of Italian cities, from its Roman origins to the early 20th century. While the focus is on literary works, we also spend considerable time looking at the creation and expansion of the city itself as an architectural unit, as well as at its art works and its cultural flourishing during the Renaissance. Ideal for students who plan to study at La Pietra in the near future.

Machiavelli
V59.0147 Albertini. Offered every other year. 4 points.
The inventor of modern political science, Niccolo Machiavelli is one of the most original thinkers in the history of Western civilization. In this course, Machiavelli’s political, historical, and theatrical works are read in the context in which they were conceived—the much tormented and exciting Florence of the 15th and early 16th centuries, struggling between republican rule and the magnificent tyranny of the Medici family.

Italian Culture and the Discourses of Early Modern Colonialism
V59.0148 Tylus. Offered every two to three years. 4 points.
An overview of the earliest documents relevant to Italian exploration of the “new world,” as well as a consideration of the impact that the explorations had at home. Focuses on early colonial literature, such as the letters of Columbus, Pigafetta, and others, and examines the process of colonization of the Italian subject as evident in works by Machiavelli, Tasso, and Campanella.

“Renaissance Man” Revisited
V59.0811 Cox. Offered every two to three years. 4 points.
Centers on the study of two key texts of Italian Renaissance social and political thought, Machiavelli’s Il principe, and Castiglione’s Libro del Cortegiano. The human ideals described in these works—Machiavelli’s ruler and Castiglione’s courtier and court lady—are discussed in relation to those found in other texts of the period and in relation to the historic notion of the Renaissance as the age that saw the birth of the modern individual.

The Courtesan in Italian Renaissance Society and Culture
V59.0142 Cox. Offered every two to three years. 4 points.
Examines an intriguing figure within the social panorama of Renaissance Italy, the “honest courtesan” or cortigiana onesta. It contextualizes courtesans’ social position and cultural status, embracing elements of social history, literary history, and music and art history. Texts studied include both representations of courtesans, such as the notorious dialogues of Pietro Aretino, and writings by courtesan poets, such as Tullia d’Aragona and Veronica Franco.
Topics in Renaissance Culture
V59.0172 Offered every two to three years. 4 points.
Variable content course taught by regular or visiting faculty. Consult current bulletin for specific topic.

Italian Fascism
V59.0165 Formerly Fascism and Culture. Ben-Ghiat, Ferrari. Offered every two to three years. 4 points.
An interdisciplinary examination of the cultural production of the fascist period. Students examine the image that the fascist regime produced of itself through the study of popular novels, architecture, film, and political speeches.

Modern Italy
V59.0168 Identical to V42.0163, V57.0168. Ben-Ghiat. Offered every two to three years. 4 points.
A survey of Italian history from unification to the present. Examines the political, social, and cultural history of liberalism, fascism, World War II, Christian Democracy, and communism; the political crisis of the early 1990s; and the rise of new regional and rightist parties.

Contemporary Italy
V59.0166 Identical to V42.0164. Albertini, Ben-Ghiat. Offered every two to three years. 4 points.
Covers the political, cultural, economic, and social history of Italy since World War II. Starting with the transition from fascism to democracy, examines the Cold War, the growth of a mass consumer society, the social and political movements of the late 1960s and 1970s, the battle against the Mafia, postwar emigration, the rise and fall of postwar Christian Democracy and Italian communism, and the emergence of new parties in the 1990s such as Berlusconi’s Forza Italia, Bossi’s Northern League, and Fini’s neo-fascist Alleanza Nazionale.

Italian Colonialism
V59.0167 Identical to V57.0286, V42.0161. Ben-Ghiat. Offered every two to three years. 4 points.
Studies Italian colonialism from the late 19th century through decolonization. Through readings of colonial travel literature, films, novels, diaries, memoirs, and histories, we address the meaning of colonialism within Italian history and culture, the specificities of Italian colonialism, and the legacies of colonialism in contemporary Italy.

Italian Films, Italian Histories I
V59.0174 Offered every two to three years. 4 points.
May be taken independently of Italian Films, Italian Histories II. Albertini. Offered every two to three years. 4 points.
Studies representation of Italian history through the medium of film from ancient Rome through the Risorgimento. Issues to be covered throughout include the use of filmic history as a means of forging national identity.

Italian Films, Italian Histories II
V59.0175 Offered every two to three years. 4 points.
May be taken independently of Italian Films, Italian Histories I. Ben-Ghiat. Offered every two to three years. 4 points.
Studies representations of Italian history through the medium of film from the unification of Italy to the present. Fascism, the resistance, 1968, and other events are covered, as are questions of how film functions with respect to canonical national narratives and dominant systems of power.

Topics in Italian Culture
V59.0173 Offered every two to three years. 4 points.
Courses on subjects of special interest taught by a regular or visiting faculty member. For specific courses, please consult the class schedule.

Topics in Italian American Culture
V59.0861.001 ‘Taught by regular or visiting faculty members. Offered every two years. 4 points.

OTHER COURSES

Senior Honors Seminar
V59.0999 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 in the honors program in Italian studies. (See “Honors Program in Italian Studies” in the “Program” section.)

Honors Independent Study
V59.0990 Prerequisite: permission of the department. Offered every semester. 4 points.
Open to students who have been accepted into the honors program in Italian studies and are writing the honors thesis in close consultation with the thesis adviser. (See “Honors Program in Italian Studies” in the “Program” section.)

INTERNSHIP

Internship
V59.0980,0981 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
V59.0997,0998 Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.
COURSES OPEN TO UNDERGRADUATES

Qualified undergraduates may register for graduate courses in Italian with the permission of the director of graduate studies. A complete list of appropriate graduate courses is available in the department each semester.
At New York University, we believe that journalism has a serious public mission and can make a difference. We want to educate those who agree. Opportunities abound in the media world, but the opportunity to do compelling work that informs, engages—and matters—is what drives our faculty, motivates our students, and informs our entire approach. Great journalism has always come from the great cities of the globe, and there is no better place to learn the craft than the city of New York—where power and wealth concentrate, news and culture originate, and daily events fascinate.

Centrally located in Manhattan’s Greenwich Village, the 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, 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:
Klas, Kroeger, Newkirk, Stephens, Stone

Associate Professors:
Boynton, Dent, Fagin, Gordon, Linfield, Mehta, Norman, Penenberg, Rock, Rosen, Seife, Solomon, Sternhell

Assistant Professors:
Bazzi, Roiphe, Sion

Clinical Associate Professors:
Edozien, Larry, Ludlum, Quigley

Visiting Associate Professor:
Olsher

Distinguished Writers in Residence:
Berman, Conover, Hamill, Hotz, McBride, Wesceller

**Program**

**MAJOR**

The Institute offers a B.A. in either general and investigative reporting (GIR) or media criticism. Within the GIR concentration, students choose either the Print/Online sequence or the Broadcast sequence. Journalism students in GIR must successfully complete five required courses in their declared print or broadcast concentration, as well as three or four Institute-approved or Institute-offered electives. Journalism students in media criticism must successfully complete six required courses in their concentration, one or two electives from a specified list of journalism offerings, and one elective from outside the Institute. The major consists of eight or nine courses, for a total of 32 to 36 credits, plus a mandatory second major in another CAS department or program. Thus, all journalism majors are double majors. Students cannot take more than 36 points in journalism, unless they take Honors, which allows them to take 40 points. All majors must complete a capstone piece in Advanced Reporting, which will allow us to assess their progress at the conclusion of their major.

**General and investigative reporting concentration:** All majors in GIR must take the two required lectures, Foundations of Journalism (V54.0501) and Journalism Ethics and First Amendment Law (V54.0502), plus three required skills courses, Journalistic Inquiry (V54.0101), The Bear (V54.0201), and Advanced Reporting (V54.0301 or V54.0351 and V54.0352), which includes the capstone project. The Expository Writing requirement precedes Foundations of Journalism, the Institute’s entry course. Foundations of Journalism is the prerequisite for Journalistic Inquiry, which, in turn, is the prerequisite for all second-level skills courses. The Bear is a prerequisite for all third-level skills courses. It should be noted that students in the Broadcast sequence must take the broadcast sections of The Bear and Advanced Reporting—students may not mix broadcast and non-broadcast sections of these courses. All students must pass Foundations of Journalism and Journalistic Inquiry with a grade of C or better to take any second-level courses. In addition, students are required to take three or four electives, one each from any of the following groups:

- Journalism and Society (V54.0503)
- Journalism as Literature (V54.0504)
- Issues and Ideas (V54.0505)
- Media Criticism (V54.06XX)
- Methods and Practice (V54.0202)
- Methods and Practice: Visual Reporting (V54.0205)
- Elective Reporting Topics (V54.0204)
- Production and Publication (V54.0302)
- Seminar (V54.0401)
- Individual Study (V54.09XX)

Certain electives from the CAS curriculum can, under 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:

- Sociology: Statistics for Social Research (V93.0302)
- Economics: Statistics (V31.0018)
- Politics: Quantitative Methods in Political Science (V53.0800)
- Psychology: Statistics for the Behavioral Sciences (V89.0010)

**Media criticism concentration:**

The course of study is as follows:

- Foundations of Journalism (V54.0501)
- History of the Media (V54.0610)
- Reading the Media (V54.0611)
- Journalistic Inquiry (V54.0101)
- The Beat: A Designated Media Criticism Section (V54.0201)
- Advanced Reporting: A Designated Media Criticism Section (V54.0301)
- One journalism elective, which may come from Topics in Media Criticism (V54.0622), a journalism seminar, or the Ethics and First Amendment Law Lecture
- One outside elective from an approved list of courses

Journalism majors and minors must achieve a grade of C (not C-) or better in all journalism courses to meet journalism degree requirements. Grades below C do not count toward the major. Students earning grades lower than C must either repeat the course or take an equivalent course, if permitted.

**HONORS**

Juniors and seniors who have maintained a 3.65 overall GPA and a 3.65 in the journalism major are eligible for the two-course, 8-point honors program. Students take special sections of Advanced Reporting (V54.0351) and Senior Seminar (V54.0352) to complete a two-semester capstone project. Students enrolled in honors may take a maximum of 40 credits.
Courses

GENERAL AND INVESTIGATIVE REPORTING COURSES

REQUIRED LECTURE COURSES

Foundations of Journalism
V54.0501  Prerequisite: Expository Writing. Required of all students majoring in journalism. Offered in the fall. 4 points.

The gateway to the journalism major. Students are introduced to the mission and joy of journalism as a profession (indeed, a calling), as well as to the realities journalists now face in a rapidly changing media environment. Students are exposed to the traditional and changing role of the journalist as democracy’s watchdog against both the historic and current media backdrop. Students develop a series of essays to demonstrate their aptitude for and/or understanding of the established values and professional competencies the course sets out to instill.

Journalism Ethics and First Amendment Law
V54.0502  Prerequisite: V54.0501. Offered in the spring. 4 points.

This 14-week class is divided equally between ethics and the law. Through the weekly lecture and assigned readings, students are exposed to the various ethical and legal issues surrounding the field of journalism and come away with a clear sense of the role of the journalist in society and the issues that affect that mission today.

REQUIRED SKILLS COURSES

Journalistic Inquiry
V54.0101  Prerequisite: V54.0501. Required of all students majoring in journalism. Offered every semester. 4 points.

A reporting- and writing-based skills course that emphasizes in-depth research techniques and exposure to the many journalistic forms, including news writing, magazine and feature article writing, broadcast news and documentary, reported essays and commentary, 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
V54.0201  Prerequisites: V54.0501 and V54.0101. Offered every semester. 4 points.

Designed to hone the student journalist’s ability to research and report deeply and imagine and develop fresh ideas. Students test their ideas with the strength of their reporting and research, then present them in story form.

Advanced Reporting
V54.0501  Prerequisites: V54.0501 and V54.0201. Varies by section. Offered every semester. 4 points.

The undergraduate journalism cornerstone course. Emphasis is placed on developing the ability to produce publishable reporting in print, online, or broadcast form with sophisticated story structures.

ELECTIVES

Journalism and Society
V54.0505  No prerequisites unless indicated. 4 points.

The courses in this group explore the intersection of literature and journalism. Offerings include the following: Women and the Media; Minorities in the Media; Covering the Earth; and America: Global Hope or Global Menace?

Journalism as Literature
V54.0504  Prerequisites: V54.0501 and V54.0101. 4 points.

Courses that analyze the forces—cultural, social, economic, ideological, and aesthetic—that shape the media and their messages. See descriptions of courses in the section “Media Criticism Courses,” below.

Methods and Practice
V54.0202  Prerequisites: V54.0501 and V54.0101, or permission of the instructor. 4 points.

The courses in this group entail a deeper experimentation with journalistic skills, from copyediting and deadline writing to blogging, both print and broadcast. Offerings include the following: Point of View; Journalism by the Numbers; and The Art of Editing: From Copyediting to Top Editing and Radio Reporting.

Methods and Practice: Visual Reporting
V54.0203  Prerequisites: V54.0501 and V54.0101, or permission of the instructor. 4 points.

Multimedia and photojournalism courses are offered under this category. Examples include Photojournalism and Multimedia Reporting.

Elective Reporting Topics
V54.0204  Prerequisites: V54.0501 and V54.0101, or permission of the instructor. 4 points.

This category includes a variety of “back-of-the-book” reporting topics. Examples include Profiles; Food Writing; and The Television and Radio Interview.

Media Criticism
V54.06XX  Prerequisite: permission of the instructor. 4 points.

Courses that analyze the forces—cultural, social, economic, ideological, and aesthetic—that shape the media and their messages. See descriptions of courses in the section “Media Criticism Courses,” below.

Production and Publication
V54.0302  Prerequisites: V54.0501, V54.0101, and V54.0201. 4 points.

The courses in this group aim to create finished products, both print and broadcast. Offerings include TV News cast; Travel Writing; and Multimedia Storytelling.

Seminar
V54.0401  Prerequisites: senior standing and completion of V54.0501, V54.0101, and V54.0201. Offered every semester. 4 points.

An elective for students who wish to explore concentrated issues such as sex and American politics, literary nonfiction, and photojournalism and war. Each section
concentrates on a different topic chosen by the instructor, a member of the full-time faculty. One such offering is When in Rome: Ethnography for Journalists.

Credit Internship
V54.0980 Prerequisites: must have completed Foundations (V54.0501) and be a declared journalism major. Students can now take this course more than once and have the option of earning 1 to 4 points for the course but no more than 4 points total. Offered every semester. 1 to 4 points; 4 points equals 1 elective. Superior students are given an opportunity to work 12-20 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.

Advanced Individual Study
V54.0997 Prerequisites: V54.0501, V54.0101, and V54.0201. Offered every semester. 1 to 4 points. Students who, in the opinion of the department, possess intellectual independence and ability are permitted to carry on individual work in a field of study selected in consultation 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 course for juniors or seniors in which students choose and develop a thesis subject in the first semester and complete the project in the second. Students take Honors: Advanced Reporting (V54.0351), followed by Honors: Senior Seminar (V54.0352).

Honors: Advanced Reporting
V54.0351 Prerequisites: junior or senior standing, a 3.65 overall GPA and a 3.65 in the journalism major, V54.0301, V54.0101, and V54.0201. 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
V54.0352 Prerequisites: V54.0351, a 3.65 overall GPA, and a 3.65 in the journalism major. Offered in the spring. 4 points. The following semester, honors students are required to take this special seminar, which culminates in each student writing a large feature (6,000 to 8,000 words, or 15- to 20-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

Foundations of Journalism
V54.0501 Prerequisite: Expository Writing. Required of all students majoring in journalism. Offered in the fall. 4 points. See description above.

History of the Media
V54.0610 Offered in the spring. 4 points. A historical survey of the media from language and the earliest uses of images to the Web. The emphasis, in an attempt to gain perspective on our own communications revolution, is on the reception; uses; and political, social, and philosophical consequences of different forms of communication.

Reading the Media: Introduction to Media Criticism
V54.0611 4 points. From Plato’s “allegory of the cave” to Marshall McLuhan’s book Understanding Media to the movie The Matrix, philosophers and pop-culture creators have tried to make sense of the media representations that swim in our heads, affecting our perceptions of ourselves and the world. An introduction to the field, this course acquaints students with various schools of media criticism and their angles of analytical attack on the media environment—the mass-media messages (whether words or images) that increasingly constitute our cultural reality, shaping our knowledge of the world around us and our sense of who we are, as individuals and as a society. Draws on a wide array of analytical strategies, including cultural studies, literary criticism, press criticism, semiotics, reader-response theory, cultural anthropology, feminism, film studies, TV criticism, writings on visual culture, postmodern theory, and personal essays.

REQUIRED SKILLS COURSES

Journalistic Inquiry
V54.0101 Prerequisite: V54.0501. 4 points. See description above.

The Beat: A Designated Media Criticism Section
V54.0201 Prerequisites: V54.0501, V54.0101, and V54.0611. Offered in the fall. 4 points. If the press monitors the powers that be, who keeps a vigilant eye on the fourth estate, a power unto itself? The “beat,” in this case, is the news media themselves. In this course, we delve deep into the issues and ideas that have engaged critics of the news media throughout the modern era, from I. F. Stone to Ben Bagdikian, Noam Chomsky to Ann Coulter. More profoundly, we deconstruct their analytical methods and lay bare their agendas, critiquing the critics. Involves a significant writing load, most of which to incorporate both academic argument and journalistic reportage.

Advanced Reporting: A Designated Media Criticism Section
V54.0301 Prerequisites: V54.0610, V54.0611, and V54.0201. 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.

JOURNALISM ELECTIVES (ONE REQUIRED)

In addition to the above-required courses, students must choose one journalism elective from the following offerings:

Topics in Media Criticism
V54.0622 Prerequisite: V54.0501. 4 points.
Topics include the following: Methods of Media Criticism; Rise of the Web.

Journalism Ethics and First Amendment Law
V54.0502 Prerequisite: V54.0501. 4 points.
See description above.

Students can also choose from any of the Journalism and Society sections (V54.0503), any of the Issues and Ideas sections (V54.0505), or the Seminar (V54.0401).

OUTSIDE ELECTIVE (ONE REQUIRED)

Media Criticism students must also choose one elective from outside the department. The elective in question can be within their second major or outside it. Permission of the director of the media criticism concentration is required.
Latin American Studies is an interdisciplinary major and minor administered by the Department of Spanish and Portuguese Languages and Literatures. It focuses on the historical, political, social, and cultural patterns of Latin American development and should be of particular interest to students planning careers in government, business, international organizations, or other fields relating to Latin America.

Program

MAJOR

Students choosing this interdisciplinary major have the opportunity to take courses on aspects of Latin American culture and history in the Department of Spanish and Portuguese Languages and Literatures, as well as courses in other departments and/or programs throughout the University. These include Africana Studies, Anthropology, Art History, Comparative Literature, History, Politics, and Cinema Studies (in the Tisch School of the Arts).

This nine-course major requires proficiency in the Spanish language at the level of Advanced Grammar and Composition (V95.0100) and a working knowledge of either Portuguese or Quechua. It should be planned in consultation with the director of undergraduate studies in the Department of Spanish and Portuguese Languages and Literatures.

MINOR

The minor in Latin American studies requires knowledge of Spanish at the level of Advanced Grammar and Composition (V95.0100) or Portuguese at the level of Intensive Elementary Portuguese (V87.0010 or V87.0011) or Quechua at the equivalent level. It also requires completion of either V95.0760 or V95.0762 (Introduction to Latin American Cultures), and at least four courses from related areas, to be decided in consultation with the director of undergraduate studies.

Courses

The following are recommended courses typically offered during the academic year. For graduate courses open to undergraduates, see the Center for Latin American and Caribbean Studies (CLACS) Web site at www.nyu.edu/gias/program/latin.

AFRICANA STUDIES (18)

Language and Liberation: At Home in the Caribbean and Abroad
V18.0163 4 points.

ANTHROPOLOGY (14)

Peoples of the Caribbean
V14.0102 Prerequisite: V14.0001 or permission of the instructor. 4 points.

Peoples of Latin America
V14.0103 Prerequisite: V14.0001 or permission of the instructor. 4 points.

ART HISTORY (43)

Art in Spain from El Greco to Goya
V43.0515 Prerequisite: V43.0002, V43.0003, or permission of the instructor. 4 points.

Topics in Latin American Art: Colonial to Modern
V43.0316 Prerequisites: V43.0002, V43.0005, and V43.0006, or permission of the instructor. 4 points.

COMPARATIVE LITERATURE (29)

Topics in Caribbean Literature
V29.0132 4 points.

POLITICS (53)

Politics of Latin America
V53.0550 Prerequisite: V53.0500. 4 points.
The Politics of the Caribbean Nations
V53.0532  Prerequisite: V53.0500. 4 points.

Inter-American Relations
V53.0780  Prerequisite: V53.0700. 4 points.

MORSE ACADEMIC PLAN
(55)

Cultures and Contexts: The Caribbean
V53.0509  4 points.

Cultures and Contexts: Latin America
V53.0515  4 points.

Cultures and Contexts: Contemporary Latino Cultures
V53.0529  4 points.

HISTORY (57)

Seminar: Topics in Latin American History
V57.0096  4 points.

History of Colonial Latin America
V57.0743  4 points.

History of Modern Latin America
V57.0745  4 points.

Topics in Latin American and Caribbean History
V57.0750  4 points.

History of Mexico and Central America
V57.0752  4 points.

History of the Andes
V57.0753  4 points.

Seminar: Conquest and the Origins of Colonialism in Latin America and the Caribbean
V57.0757  4 points.

History of the Caribbean
V57.0759  4 points.

Seminar: Latin America and the Caribbean
V57.0799  4 points.

SPANISH AND PORTUGUESE (87, 95)

The Brazilian Short Story
V87.0830  4 points.

Critical Approaches: Reading, Writing, and Textual Analysis
V95.0200  4 points.

Readings in Spanish American Literature
V95.0211  4 points.

Chronicles and Travel Literature of the Colonial World
V95.0273  4 points.

Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas
V95.0370  4 points.

History of Mexico and Central America
V95.0638  4 points.

Modern Hispanic Cities
V95.0650  4 points.

Fictions of Power in Spanish and Latin America
V95.0732  4 points.

Performance in Caribbean Literature and Culture
V95.0764  4 points.

Latin American Literature in Translation
V95.0766  4 points.

The Spanish American Novel Since 1940
V95.0767  4 points.

Literature and Film of the Cuban Revolution
V95.0795  4 points.

Modern Spanish American Poetry
V95.0842  4 points.

Topics in Brazilian Literature in Translation
V95.0850  4 points.

Fiction into Film: Spain and Latin America
V95.0999  4 points.
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.

**Faculty**

Dávila, Dopico, Ferrer, Lopez (Law), Muñoz (Tisch), Noguera (Steinhardt), Ochoa, Ospina (Wagner), Piñón (Steinhardt), Poitevin (Gallatin), Pratt, Rodríguez (Law), Rosaldo, Suarez-Orozco (Steinhardt), Taylor (Tisch)

**Program**

**MAJOR**

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

**Two introductory courses**—can be taken in any order:
- Concepts in Social and Cultural Analysis (V18.0001), an introduction to key terms and analytical categories for interdisciplinary work in Latino studies and related fields
- Approaches to Latino Studies (V18.0501) or MAP course Cultures and Contexts: Contemporary Latino Cultures (V55.0529)

**Seven elective courses:**
- Five designated Latino studies courses
- Two common electives: a list will be available each semester

**Two research courses:**
- Internship Fieldwork and Seminar (V18.0040 and V18.0042), related to Latino studies
- Senior Research Seminar (V18.0090), 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 Americas by any of the following means: taking elective courses in sociolinguistics; studying these languages beyond the minimum level required by the College of Arts and Science; pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

MINOR
Five courses are required for the minor in Latino studies:
Approaches to Latino Studies (V18.0501) or the MAP course Cultures and Contexts: Contemporary Latino Cultures (V55.0529), plus four other courses listed by the program. At least two of these four courses must originate in Latino studies.

HONORS
Majors who have completed 48 points of graded work in CAS and have a 3.65 GPA or higher (overall and in the major) are encouraged to register for Honors (V18.0092) in the first semester of their senior year. Upon successful completion of the course requirements, students will be eligible to register for the second semester of the course: Honors (V18.0093). 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
V18.0001 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. It focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each one considered within a two-week unit.

Approaches to Latino Studies
V18.0501 The MAP course Cultures and Contexts: Contemporary Latino Cultures (V55.0529) will substitute for this course. 4 points.
Explores a set of principles that have guided Latino/a presence in the United States. These principles can be found in many but not necessarily all of the readings. They include urban/rural life, freedom/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
V18.0090 Prerequisite: V18.0001 and V18.0501, or V55.0529.
Offered in the fall. 4 points.
An advanced research course in Latino studies, which culminates in each student completing an extended research paper that makes use of various methodology skills. Students work individually and collaboratively on part of a class research project pertaining to the major in Latino studies. Majors must take this course in the fall of their senior year.

**INTERNSHIP PROGRAM**

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

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

**ELECTIVE COURSES**

Latino/a Art and Performance in New York City
V18.0532 4 points.
Looks at the history of Latino/a art and performance in the context of New York City. In particular, students study Latino/a aesthetic practices within and against the social-political environment of their enactment. Latinos' role in the continually redefined realm of hip-hop, the extensive history of Latino contributions to the artistic vitality of the Lower East Side, and the theatrical production of Latino-specific community theatres represent a few of the areas that are explored. Students consider contemporary Latino art and the institutions that support it, from the perspective of the changing Latino demographic of New York City. Furthermore, students examine and analyze the specific ways that artists utilize the city as a site for artistic possibility. This course brings together both an investigation of the aesthetics of Latino performance and an investigation of democratic possibilities of urban space. In addition to the weekly seminar meeting, students are required to attend several performances, visit art galleries, and execute a research project profiling a particular artist or institution.
Latino/a Popular Culture
V18.0534 4 points.
Latinos are at the heart of numerous genres of popular culture production: music, film, graphic novels, performance. This course examines contemporary popular culture products by and for Latinos, looking in particular at issues of production, circulation, and consumption. 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
V18.0536 4 points.
Examines the study of sexuality as it pertains to the production and representation of Latino/a identities. Students consider the integral roles scholarship and literature on/about Latino/a sexuality have played in the history of the broader U.S. feminist movement, feminist theory, and GLBTQ studies. The course begins with the examination of classic Chicana feminist texts and the anthropological study of Latino sexual practices in light of their influential interventions to U.S. studies on gender and sexuality since the 1980s and early 1990s. Students then explore more recent contributions by Latino scholars which disrupt the simplistic ways in which Latino/a sexuality has been taken up as an exotic and radical departure from foundational work on sexuality. Students engage sexuality in its plurality, examining multiple imaginings of Latino/a sexuality through fiction, performance theory, queer Latino/a critiques, and studies on emerging Latino masculinities.

The Latinized City, New York and Beyond
V18.0540 Prerequisite: V18.0501, any introductory course in the social sciences, or a MAP Cultures and Contexts course. Dvreda. Offered every year. 4 points.
Examines the Latinization of urban landscapes in New York City and beyond. Considers the economic and political factors that have historically fueled the immigration of Latin American peoples to U.S. cities, their incorporation into U.S. society and culture, and the impact of global economic restructuring of U.S. cities on urban race/ethnic relations and cultural politics. Other topics include the contestation of space and power in the global cities, issues of immigration and citizenship, and the politics of languages. Students also develop fieldwork projects geared to discovering the history and present-day landscapes of Latino New York.

Topics in Latino Studies
V18.0541 4 points.
Possible issues, which vary from semester to semester, include race and racism, politics, migration and immigration, language, assimilation, education, labor, citizenship, social movements, and expressive culture.

Cultural Spaces of Latinidad
V18.0557 4 points.
Examines the contemporary production and meanings of Latino/Hispanic identities in the United States. Looks at the spaces and institutions where this identity is produced and contested and explores how its definition has changed since it was first felt and then officially recognized by the U.S. census. Also examines representations of Latinidad in relation to the very real Latino/a populations that now make up the largest “minority” in the United States. For most of the course, explores differences and similarities in the politics of Latinidad in four important, yet not exclusive, “spaces” involved in the production and representation of Latinidad: the culture industries, urban politics, transnational processes, and contemporary polemics that reach the “mainstream.” In other words, this course is designed to theorize Latinidad, in particular “fields of cultural production,” whether geographic, institutional, or imaginary. Discusses students’ individual research projects for the remainder of the course.

Caribbean Women Writers
V18.0570 4 points.
Focuses on texts by Latinas of Caribbean origin whose work explores the intersections between history, gender, nation, and sexuality. Analyzing how contemporary Caribbean-origin literature by Latinas can be read as a manifestation of the complex histories of colonialism, military intervention, and political maneuverings between the United States and the Caribbean in the 20th century, the course considers the ways in which the “tropicalized” Latina body came to represent an insidious and seductive threat to the U.S. domestic landscape. The course addresses questions such as, What are the politics behind demeaning, fetishizing, and vilifying Latinas in the U.S. media? What role do women of Caribbean origin play in propagating, preserving, or undermining U.S. domestic life? Readings include prose, poetry, film, and music by authors and artists of Cuban, Dominican, Haitian, and Puerto Rican origin, emphasizing the diverse ways in which Caribbean-origin Latinas affect and are affected by the United States. This course is based on students’ active participation in class discussion, weekly response papers, presentations, and a research paper.

Postmodern Travel Fictions
V18.0572 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—...
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
V18.0224  Offered every fifth semester. 4 points.
See description under American Studies (18).

Ethnicity and the Media
V18.0232  Prerequisite: V18.0201; 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 (18).

**ASIAN/PACIFIC/AMERICAN STUDIES**

Multiethnic New York: A Study of an Asian/Latino Neighborhood
V18.0363  4 points.
See description under Asian/Pacific/American Studies (18).

The Constitution and People of Color
V18.0366  Identical to V53.0801 and 62.0327. 4 points.
See description under Asian/Pacific/American Studies (18).

**MORSE ACADEMIC PLAN**

Cultures and Contexts: Contemporary Latino Cultures
V55.0529  4 points.
See description under Foundations of Contemporary Culture (55).

**SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES**

Latino Literature in the United States
V18.0815  Identical to V95.0755. Offered every year. 4 points.
See description under Spanish and Portuguese Languages and Literatures (95).

American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education
V18.0755  Identical to E27.0041. 4 points.

Interdisciplinary Perspectives on the New Immigration
V18.0807  Formerly V18.0545. Identical to E53.2545. 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 offers undergraduates a meaningful cluster of these courses. The requirement of five courses allows this interdisciplinary minor to be substantial; the inclusion of a core course enhances its coherence. In addition, the minor gives capable and ambitious students attractive opportunities to pursue advanced or specialized study. While prelaw students may well wish to take it, this minor is not aimed specifically at them.

**Program**

The minor in law and society consists of five courses, as follows: (1) Law and Society (V62.0001.001) cross-listed with Politics (V53.0335), or Law and Society (V62.0001.002) cross-listed with Sociology (V93.0413) and (2) four elective courses selected from the list below. To ensure the minor’s interdisciplinary character, no more than two of these four may be from any one department. Since the subject for Topics in Law and Society (V62.0251 or V62.0252) varies from semester to semester, students may take more than one topics course. With special permission, exceptional students may be allowed, in their senior year and in consultation with the minor adviser, to substitute one of the following for one of the four 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  
V62.0001.001  Identical to V53.0335. Offered once a year, usually in the fall. 4 points.

An introduction to the study of law as a political practice. We treat law as a political practice from multiple disciplinary stand-
political dimensions of legal arguments and legal remedies for racial and gender discrimination and toxic torts? Under what conditions is law an empowering and/or effective political resource? What are the limits of legality in the making of social change?

**Law and Society**  
V62.0001.002  
Identical to V93.0413. Offered once a year, usually in the spring. 4 points.  
Offers sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of law; uses of law to overcome social disadvantage. Topics: "limits of law," legal disputes and the courts, regulation, comparative legal systems, legal education, organization of legal work, and lawyers' careers.

**ELECTIVE COURSES**

**Topics in Law and Society**  
V62.0251.0252  
Offered every semester. 4 points.  
Employs a seminar format to enable students to explore a critical topic in Law and Society in depth. Covers a wide range of topics, including Law, Culture, and Politics; Law and Human Rights; Gender, Politics, and Law; Juvenile Justice; Punishment and Welfare; Global Sweatshop; Gender, Violence, and the Law; and Problem-Solving Courts.

**Independent Study**  
V62.0997.0998  
Offered every semester. 4 points.

**Human Rights and Anthropology**  
V62.0526  
Identical to V14.0526. 4 points.  
See course description under Anthropology (14).

**Constitutions and People of Color**  
V62.0327  
Identical to V18.0366. 4 points.  
See course description under Asian/Pacific/American Studies (18).

**The History of Ancient Law**  
V62.0292  
Identical to V27.0292. 4 points.  
See course description under Classics (27).

**Economics of the Law**  
V62.0255  
Identical to V31.0255. 4 points.  
See course description under Economics (31).

**Journalism Ethics and First Amendment Law**  
V62.0402  
Identical to V54.0502. 4 points.  
See course description under Journalism (54).

**Law and Urban Problems**  
V62.0232  
Identical to V99.0232. 4 points.  
See course description under Metropolitan Studies (18).

**Islam and Politics**  
V62.0674  
Identical to V77.0674. 4 points.  
See course description under Middle Eastern and Islamic Studies (77).

**Seminar on Islamic Law and Society**  
V62.0780  
Identical to V77.0780. 4 points.  
See course description under Middle Eastern and Islamic Studies (77).

**Women and Islamic Law**  
V62.0783  
Identical to V77.0783. 4 points.  
See course description under Middle Eastern and Islamic Studies (77).

**Philosophy of Law**  
V62.0052  
Formerly V62.0064. Identical to V83.0052. 4 points.  
See course description under Philosophy (83).

**The American Constitution**  
V62.0330  
Identical to V53.0330. 4 points.  
See course description under Politics (53).

**Civil Liberties**  
V62.0332  
Identical to V53.0332. 4 points.  
See course description under Politics (53).

**American Law and Legal Systems**  
V62.0334  
Identical to V53.0334. 4 points.  
See course description under Politics (53).

**Gender in Law**  
V62.0336  
Identical to V53.0336. 4 points.  
See course description under Politics (53).

**The Politics of Administrative Law**  
V62.0354  
Identical to V53.0354. 4 points.  
See course description under Politics (53).

**Deviance and Social Control**  
V62.0502  
Identical to V93.0502. 4 points.  
See course description under Sociology (93).

**Criminology**  
V62.0503  
Identical to V93.0503. 4 points.  
See course description under Sociology (93).
Linguistics is the science of human language. It seeks to determine that which is necessary in human language, that which is possible, and that which is impossible. While linguists work to determine the unique qualities of individual languages, they are constantly searching for linguistic universals—properties whose explanatory power reaches across languages. The discipline of linguistics is organized around syntax (the principles by which sentences are organized), morphology (the principles by which words are constructed), semantics (the study of meaning), phonetics (the study of speech sounds), phonology (the sound patterns of language), historical linguistics (the ways in which languages change over time), sociolinguistics (the interaction of language with society), psycholinguistics, and neurolinguistics (the representation of language in the brain). Current research by faculty members extends across the field, including topics in the interaction of syntax and semantics, phonetics and phonology, languages in contact, pidgin and creole languages, urban sociolinguistics, and computer analogies of syntactic processes.
register for linguistics courses through the director of undergraduate studies in the linguistics department. If any course fulfills the major or minor requirements in any other department or program at NYU, it may not be used simultaneously to fulfill the requirements for the linguistics majors.

JOINT MAJORS WITH A FOREIGN LANGUAGE

It is possible for a student to complete a joint major in linguistics and in one of the foreign languages listed below. The linguistics part of this major may be satisfied by taking the following:

1. One of the following: Language (V61.0001), Introduction to Linguistics (V61.0002), or Language and Mind (V61.0028)
2. Sound and Language (V61.0011)
3. Grammatical Analysis (V61.0013)
4. A total of two courses from two different areas, including the following:
   - Historical linguistics (V61.0014, V61.0017, V61.0076)
   - Sociolinguistics (V61.0015, V61.0018, V61.0030, V61.0038)
   - Phonology (V61.0012)
   - Syntax, semantics (V61.0004)
   - Computational linguistics (V61.0003, V61.0024)
   - Psycholinguistics (V61.0005, V61.0043, V61.0054)

The foreign language part of this major may be satisfied as follows.

French and linguistics: Four courses, including the following: Spoken Contemporary French (V45.0101), one course in advanced written French (V45.0105, V45.0107, or V45.0110), and two courses in French literature (in French), to be determined in consultation with the director of undergraduate studies.

German and linguistics: Four courses beyond the intermediate level, consisting of an advanced conversation or composition course (V51.0111 or V51.0114), an advanced culture course (V51.0132, V51.0133, or V51.0143), Introduction to German Literature (V51.0152), and an additional advanced literature course, in German, to be selected from among departmental offerings.

Italian and linguistics: Four courses, including the following: V59.0030, one advanced language course (V59.0101, V59.0103, V59.0105, or V59.0107), and two advanced courses in either Italian literature or culture and society, to be determined in consultation with the director of undergraduate studies.

Spanish and linguistics: Five courses chosen in consultation with the director of undergraduate studies.

JOINT MAJOR IN ANTHROPOLOGY AND LINGUISTICS

This major emphasizes the complementarity of sociolinguistic and anthropological approaches to language. Students are required to take 20 points (five courses) each from anthropology and linguistics. A grade of at least C is required in every course to be counted toward a joint major. The following are the required anthropology courses:

1. Human Society and Culture (V14.0001)
2. Anthropology of Language (V14.0017)
3. Cultural Symbols (V14.0048)
4. Two other cultural or linguistic anthropology courses, approved by the director of undergraduate studies

These are the required courses in linguistics:

1. Language (V61.0001)
2. Language and Society (V61.0015)
3. At least two of the following:
   - Bilingualism (V61.0018)
   - Sex, Gender, and Language (V61.0021)
   - African American English I: Language and Culture (V61.0023)
   - Language and Liberation: At Home in the Caribbean and Abroad (V61.0026)
   - Language in Latin America (V61.0030)
4. A fifth course in linguistics, which may be an additional course from the above list or any other course that the department offers (other than the courses recommended for non-majors)

JOINT MAJOR IN LANGUAGE AND MIND

This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics, Philosophy, and Psychology. Ten courses are required (four in linguistics, one in philosophy, four in psychology, and one additional course). The linguistics component consists of these four courses:

1. Language and Mind (V61.0028)
2. Two more courses, chosen from the following:
   - Introduction to Semantics (V61.0004)
   - Phonological Analysis (V61.0012)
   - Grammatical Analysis (V61.0013)

3. One course, chosen from the following:
   - Introduction to Semantics (V61.0004)
   - Psycholinguistics (V61.0005)
   - Sound and Language (V61.0011)
   - Computational Principles of Sentence Construction (V61.0024)
   - Form, Meaning, and the Mind (V61.0031)
   - Propositional Attitudes (V61.0035)
   - Neural Bases of Language (V61.0043 or V89.0300)
   - Linguistics as Cognitive Science (V61.0048)
   - Learning to Speak (V61.0054)
   - Introduction to Morphology at an Advanced Level (V61.0055)

The philosophy component is a choice of one of the following three courses: Minds and Machines (V83.0015), Philosophy of Language (V83.0085), or Logic (V83.0070).

The required psychology component consists of four courses:

1. Statistics for the Behavioral Sciences (V89.0010)
2. Cognition (V89.0029)
3. One course chosen from The Psychology of Language (V89.0050), Neural Bases of Language (V89.0300), and Speech: A Window into the Developing Mind (V89.0300)
4. One course chosen from Introduction to Cognitive Neuroscience (V89.0025), Perception (V89.0022), Laboratory in Perception
Courses

**Language**

V61.0001  *Baltin, Collins, Gouskova, Szabolcsi*. Offered every semester. 4 points.

Nature or nurture? Linguistics is a science that systematically addresses this puzzle, and it offers a uniquely interesting support for the answer: both. Language is a social phenomenon, but human languages share elaborate and specific structural properties. The conventions of speech communities exist, exhibit variation, and change within the strict confines of universal grammar, part of our biological endowment. Universal grammar is discovered through the careful study of the structures of individual languages, by cross-linguistic investigations, and the investigation of the brain. In this way, linguistics mediates between cognitive science and social science. This course introduces some fundamental properties of the sound system and of the structure and interpretation of words and sentences, set into this context.

**Introduction to Linguistics**

V61.0002  *Barker, Collins, Gouskova*. Offered at least every year. 4 points.

Focuses on the core areas of grammar: phonetics, phonology, morphology, syntax, and semantics. Develops analytical and problem-solving skills. Examples are drawn from various European and non-European languages alongside English.
Communication: Men, Minds, and Machines
V61.0003 Dougherty. Offered every year. 4 points.
Examines signs and symbols in the communication of humans, primates, birds, computers, automata, simulata, and more and discusses definitions of such concepts as sign, symbol, intelligence, artificial intelligence, mind, cognition, and meaning. Concerns the matter expressed by the symbol systems and the manner in which the matter is expressed: literally, abstractly, metaphorically, as a simile, by insinuation, and other methods.

Introduction to Semantics
V61.0004 Prerequisite: V61.0001, V61.0002, V61.0028, V61.0013 or permission of the instructor. Barker, Szabolcsi. Offered every year. 4 points.
Focuses on the compositional semantics of sentences. Introduces set theory, propositional logic, and predicate logic as tools and goes on to investigate the empirical linguistic issues of presuppositions, quantification, scope, and polarity. Points out parallelisms between the nominal and the verbal domains.

Introduction to Psycholinguistics
V61.0005 Davidson. Offered occasionally. 4 points.
We easily recognize printed and spoken words, understand novel and complex sentences, and produce fluent speech thousands of times each day. It is also remarkable that children seem to learn the sounds and structures of their native languages with little effort. Psycholinguistics aims to understand the mental processes that underlie both the representation and acquisition of language. Topics covered include language acquisition, speech perception, lexical representation and access, sentence production, and the relationship between phonology and orthography.

Sound and Language
V61.0011 Davidson, Gafos, Gouskova, Guy. Offered at least every fall. 4 points.
Introduction to phonetic and phonological theory at an elementary level. Topics include the description and analysis of speech sounds, the anatomy and physiology of speech, speech acoustics, and phonological processes. Students develop skills to distinguish and produce sounds used in the languages of the world and to transcribe them using the International Phonetic Alphabet.

Phonological Analysis
V61.0012 Prerequisite: V61.0011 or permission of the instructor. Davidson, Gafos, Gouskova. Offered at least every spring. 4 points.
Introduction to phonology, the area of linguistics that investigates how languages organize sounds into highly constrained systems. The fundamental questions include the following: What do the sound systems of all languages have in common? How can they differ from each other? What is the nature of phonological processes, and why do they occur? Students develop analytical skills by solving phonological problems based on data from a wide variety of languages.

Grammatical Analysis
V61.0013 Prerequisite: V61.0001, V61.0002, V61.0028, or permission of the instructor. Baltin, Collins. Offered at least every fall. 4 points.
Considers the nature of grammatical rules and the relation between the grammar of a language and its acquisition by children. Also deals with the proper balance between syntax and semantics and the role of cross-linguistic considerations (comparison with other languages) in formulating the grammar of a particular language.

Language Change
V61.0014 Costello. Offered every other year. 4 points.
Introduces students to the methods of genealogical classification and subgrouping of languages. Examines patterns of replacement in phonology, morphology, and syntax. Focuses on internal and comparative phonological, morphological, and syntactic reconstruction. Considers phonological developments such as Grimm’s, Grassmann’s, and Verner’s Laws, in detail.

Language and Society
V61.0015 Identical to V18.0701. Guy, Singler. Offered every year. 4 points.
Considers contemporary issues in the interaction of language and society, particularly work on speech variation and social structure. Focuses on ways in which social factors affect language. Topics include language as a social and political entity; regional, social, and ethnic speech varieties; bilingualism; and pidgin and creole languages.

The Indo-European Family
V61.0017 Costello. Offered occasionally. 4 points.
Presents the phonological and morphological systems of Proto-Indo-European and considers the development thereof in the major branches of the Indo-European family of languages, in particular Indic, Hellenic, Slavic, Italic, and Germanic.

Bilingualism
V61.0018 Blake, Singler, Vrzic. Offered occasionally. 4 points.
Examines bilingualism and multilingualism in New York City and around the world, at the level of the individual and of society. Considers the social forces that favor or inhibit bilingualism, as well as the educational consequences of bilingual education (and of monolingual education for bilingual children). Also examines the impact of bilingualism on the languages involved. Special attention is paid to code switching, the practice of using two languages in a single speech event, with particular reference to its psycholinguistic and sociolinguistic aspects.

Structure of English Vocabulary
V61.0019 Costello. Offered occasionally. 4 points.
Deals with the origins of structures of English words. Whereas 97 percent of the vocabulary of Old English was Germanic, over 80 percent of the present-day vocabulary is borrowed. This course focuses on the portion that is borrowed from the classical languages (Latin and Greek) either directly or indirectly through French. Examines the historical and sociolinguistic circumstances of borrowing and the stem-affix structure of borrowed...
words, together with the regularities of their pronunciation and meaning. Relies on elementary phonology, morphology, and semantics; recommended for non-majors.

**Sex, Gender, and Language**  
V61.0021  Identical to V18.0712.  
Vaussart. Offered in the spring.  
4 points.  
Examines gender-based differences in language structure, including hidden sexism, semantic space, the "he/man" debate, and titles/references to the sexes.

**African American English I: Language and Culture**  
V61.0023  Identical to V18.0799.  
Blake. Offered every other year.  
4 points.  
Introduces the language behavior of African Americans. Discusses African American Vernacular English in terms of its linguistic and cultural distinctiveness, both intrasytemically and in comparison with other dialects of American English. Relates the English vernacular spoken by African Americans in urban settings to creole languages spoken on the South Carolina Sea Islands (Gullah), in the Caribbean, and in West Africa. Also approaches the subject from the perspective of the history of the expressive uses of African American Vernacular English, and the educational, attitudinal, and social implications connected with the language.

**Computational Principles of Sentence Construction**  
V61.0024  Prerequisite: V61.0001, V61.0002, or V61.0028.  
Dougherty. Offered every year.  
4 points.  
Introduces students to the basic computational tools available for formulating linguistic and psycholinguistic models of competence and performance. Discusses classical problems in perception and description of verb–particle constructions, questions, passives, and garden-path sentences. Considers how parsers operate in structurally different languages such as Chinese and English. Students learn sufficient computer skills (Unix, Lisp, and Prolog) to run public domain programs that model a human being’s language production and perception capacities. Students have computer accounts and obtain hands-on experience with artificial intelligence and expert systems programs using symbolic logical-based computer languages. They may base their research on existing programs or write their own.

**Languages in Contact**  
V61.0025  Prerequisite: V61.0001, V61.0002, V61.0028, or permission of the instructor.  
Singler. Offered occasionally.  
4 points.  
Language contact changes languages. This course presents a typology of contact, organized both by the nature of the contact and by its linguistic consequences. We consider the impact that contact can have on existing languages, and we pay special attention to the kind of contact that gives rise to new languages and also to the kind that kills languages. Topics include borrowing, bilingualism, language maintenance and language shift, language birth and language death, code switching, diglossia, pidginization and creolization, new Englishes, and mixed languages.

**Language and Liberation: At Home in the Caribbean and Abroad**  
V61.0026  Identical to V18.0163.  
Blake. Offered every other year.  
4 points.  
Explores the linguistic and cultural transformations that took place in the Commonwealth Caribbean from 17th-century slavery and bond servitude to the present day. Focus is on the extent to which Caribbean people were given or demanded the freedom to create and maintain a postcolonial Caribbean identity. We first discuss the sociohistorical conditions that led to the creation of new Caribbean languages called “pidgins” and “creoles” as the English language was transplanted from Britain to the Third World. We then explore the relationship of the English-based creoles to the social, cultural, political, and literary/expansive aspects of the contexts in which they existed and in which they continue to exist today in the Caribbean as well as in Britain and the United States. As far as possible, parallels are drawn to French- and Spanish-influenced Caribbean communities.

**Grammatical Diversity**  
V61.0027  Prerequisite: V61.0013 or permission of the instructor.  
Collins, Kayne. Offered every year.  
4 points.  
Introduces the syntax of languages quite different from English, from various parts of the world. Considers what they may have in common with English and with each other and how to characterize the ways in which they differ from English and from each other.

**Language and Mind**  
V61.0028  Identical to V89.0027.  
Baltin, Davidson, Gafos, Marcus, McElree, Murphy, Pylkkänen, Szabolcsi. Offered every year.  
4 points.  
Introduces students to the field of cognitive science through an examination of language behavior. Begins with interactive discussions of how best to characterize and study the mind. These principles are then illustrated through an examination of research and theories related to language representation and use. Draws from research in both formal linguistics and psycholinguistics.

**Morphology**  
V61.0029  Collins. Offered occasionally.  
4 points.  
An introduction to the study of the internal structure of words. The two main problems in morphology are (1) how to account for the surface variability of formats (allophony) and (2) how to account for their combinatorial properties (morphosyntax). Beginning from the techniques and problems of structuralist morpheme analysis, two major approaches to allomorphy are introduced: the morpheme-based model and the word-based model. In morphosyntax, we concentrate on the question of to what extent morphological combination is a matter of syntax versus the lexicon. Emphasis is on constructing morphological hypotheses and linguistic argumentation. The assignments involve in-depth analyses of data from various languages.

**Language in Latin America**  
V61.0030  Gay. Offered every other year.  
4 points.  
Examines the diversity of language usage in modern Latin America and considers historical perspectives as to how the present situation came
Discuss how various writing systems are discussed: the communicative purpose of writing, the application of graphical marks on a durable surface, and the achievement of communication by virtue of the marks’ conventional relation to language. The evolution of writing is traced. Students compare the writing systems that evolved in Central America, China, Sumer, and Egypt—and their descendants—with respect to their relative advantages and disadvantages, from the points of view of acquisition, the representation of language, and the effective achievement of communication.

Meaning and Time
V61.0034 Offered occasionally. 4 points.

We live embedded in the passage of time and conceive of time as the dimension of change. Our languages typically have various ways to refer to time, to distinguish between past and future, to describe sequences of events, and to set up temporal reasoning patterns. This course deals with the expression of time and tense in different languages and the linguistic, philosophical, and psychological questions that this investigation raises. Issues include the logic of time, temporal metaphors, different kinds of situations, presentation of situations, the semantics of tense, and time, tense, and aspect in narrative discourse.

Propositional Attitudes
V61.0035 Prerequisite: V83.0085, V61.0004, or permission of the instructor. Offered occasionally. 4 points.

Advanced seminar. Investigates the nature of linguistic meaning through an examination of the semantics of sentences that report beliefs and other attitudes toward propositions, such as “Galileo believed that the earth moves.” Such sentences have arguably proven problematic for all theories of meaning. We read and discuss pertinent papers by linguists and philosophers; background lectures are given on related issues, such as the semantics of proper names, pronouns, and demonstratives. Registered students are required to make two substantial class presentations and write a detailed research paper.

Indo-European Syntax
V61.0036 Costello. Offered occasionally. 4 points.

Students are introduced to the study of comparative (Proto-Indo-European) syntax. Methods of reconstructing a protosyntax are presented and compared. The course deals with recent explanations concerning the origin and development of a number of parts of speech, including adverbs and prepositions, and syntactic constructions, including 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
V61.0037 Prerequisite: V61.0013 or permission of the instructor. V61.0004 is recommended but not required. Szabolcsi. Offered occasionally. 4 points.

Hungarian is known as a language that wears its semantics on its syntactic sleeve. Word order transparently identifies the topic and the focus of the sentence and disambiguates the scopes of operators such as “always,” “not,” and “everyone.” This course studies Hungarian from the perspective of theoretical linguistics and asks what this language tells us about how the syntax/semantics interface works in universal grammar. It reviews the fundamentals of Hungarian morphology and syntax and discusses current literature. Not a language course.

Pidgin and Creole Languages
V61.0038 Prerequisite: V61.0001, V61.0002, V61.0028, or permission of the instructor. Singer. Offered every other year. 4 points.

Examines the pidginized and creolized languages of the world. Addresses three central questions: (1) how pids/creoles (P/Cs) come into being, (2) why P/Cs have the properties they do, and (3) why P/Cs—regardless of the circumstances of their genesis—
share so many features. Examines P/Cs vis-à-vis other types of languages, considers the linguistic and social factors that contribute to the genesis of individual P/Cs, and investigates the linguistic characteristics of P/Cs. Geographic focus is on the Atlantic (creoles from the Caribbean and pidgins from West Africa), but pidgins/creoles from the Pacific are also discussed.

**Language in Use**

V61.0041  Guy. Offered occasionally. 4 points.

Living languages in use by a community of speakers are diverse and dynamic. Individuals and groups of speakers differentiate and identify themselves by the way they use language, people can adapt their speech to different listeners in social settings, 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 actually used in a speech community. We consider theoretical issues, such as how to model diversity in language use, and methodological issues, such as how to study language change while it is under way. We study appropriate quantitative methods for investigating variation across linguistic contexts, speakers, settings, and time. This course has a strong practical focus; students learn how to plan and conduct their own research on language use.

**Romance Syntax**

V61.0042  Prerequisite: V61.0013 or permission of the instructor. Kayne. Offered occasionally. 4 points.

Introduces the syntax of Romance languages, primarily French, Italian, and Spanish, but also various Romance dialects. Considers what they have in common with each other (and with English) and how best to characterize the ways in which they differ from each other (and from English).

**Neural Bases of Language**

V61.0043  Identical to V89.0300. Prerequisite: V89.0025, V89.0029, V61.0001, V61.0002, or V61.0028, or permission of the instructor. Pylläkön. Offered every year. 4 points.

What are the brain bases of our ability to speak and understand language? Are some parts of the brain dedicated to language? What is it like to lose language? Provides a state-of-the-art survey of the cognitive neuroscience of language, a rapidly developing multidisciplinary field in the intersection of linguistics, psycholinguistics, and neuroscience. Lectures cover all aspects of language processing in the healthy brain, from early sensory perception to sentence-level semantic interpretation, as well as a range of neurological and development language disorders, including aphasia, dyslexia, and generic language impairment.

**Field Methods**

V61.0044  Identical to G61.0044. Prerequisite: V61.0012, V61.0013, or permission of the instructor. Collins, Goukoua, Singler. Offered every year. 4 points.

A hands-on approach to learning linguistics. Every year, a different language is chosen to investigate. Students interview a native speaker of an unfamiliar language, usually a nonlinguist, to study all aspects of the language’s grammar: phonetics, phonology, morphology, syntax, semantics. They learn to evaluate and organize real, nonidealized linguistic data and to formulate generalizations 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**

V61.0045  Dougherty. Offered occasionally. 4 points.

How do human perception, cognition, language, and communication relate to the abilities of animals, fossil records, anthropological and 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**

V61.0046  Identical to V18.0800. Blake. Offered occasionally. 4 points.

African American English is a distinct dialect of American English that has influenced U.S. and world cultures. Yet, from an educational perspective, its speakers have faced well-documented educational challenges. Explores contemporary, social, linguistic, and educational issues that arise for speakers of African American English in the United States. Topics covered include a history of African American language behavior, politics, and policies around the language, teacher education, language attitudes, culture and curriculum, and controversies about African American English in the schools. Also considers how educational issues surrounding African American English compare to other languages and dialects of English. Students have an opportunity to conduct original research.

**The Language of America’s Ethnic Minorities**

V61.0047  Blake, Singler. Offered every other year. 4 points.

Examines the role of language in communities in the United States, specifically within African American, Asian American, Latino, and Native American populations. Explores the relationship of language to culture, race, and ethnicity. In particular, looks for
similarities and differences across these communities and considers the role that language experiences play in current models of race and ethnicity.

Linguistics as Cognitive Science
V61.0048  Identical to G61.0048.
Prerequisite: permission of the instructor. Marantz. Offered every year. 4 points.
Examines the place of linguistics within cognitive science from multiple perspectives. Foundational questions for a science of linguistics 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
V61.0050  Collins. Offered every other year. 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
V61.0053  Prerequisite: V61.0001, V61.0002, V61.0028, or permission of the instructor. Dougherty. Offered occasionally. 4 points.
We examine the possibility that in the evolution of human and animal brains, no 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 oriented” 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
V61.0054  Prerequisite: V61.0011 or V61.0012. Davidson. Offered occasionally. 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
V61.0055  Identical to G61.1029.
Prerequisites: V61.0011 and V61.0012. Marantz. Offered every year. 4 points.
Examines the building blocks of words and sentences: the atomic units of word structure, their hierarchical and linear arrangement, and their phonological realization(s). Provides an introduction to fundamental issues in morphology, including allomorphy, morpheme order, paradigm structure, blocking, and cyclicity. The field of morphology currently embraces much of what goes on in linguistics as a whole; syntax, morphology, semantics, and variation all play an essential role, and their interactions are highlighted here.

Introduction to English Grammar
V61.0056  Collins. Offered occasionally. 4 points.
An introductory overview of the grammar of English. No prior knowledge of linguistics is assumed. We survey the major areas of English grammar, including the following: parts of speech (verb, noun, adjective, preposition, adverb), participles, auxiliary verbs, count and noncount nouns, definite and indefinite articles, subjects, objects, predicates, types of clauses (declarative, interrogative, exclamative, imperative), passive versus active verbs, negation, and relative clauses. 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
V61.0051 Dougherty. Offered every year. 4 points.
Considers primary source material on the mind-body problem and on linguistic criteria for intelligence, starting with Galileo and Descartes and continuing up to the present day. Examines mechanical analogies of mind developed since 1500. Readings from Galileo, Descartes, Voltaire, Huxley, Darwin, Arnauld, Turing, Kuhn, and Penfield. Focuses on Chomsky’s Cartesian linguistics and the claim that current ideas concerning mind, language, and intelligence parallel closely those of the Cartesians of the 17th century.

Etymology
V61.0076 Identical to V27.0023 and V65.0076. Costello. Offered every other year. 4 points.
Traces the origin and development of English words. Discusses ways in which new words are created. Introduces concepts of phonological and semantic change, which students apply in identifying cognates linking English with other languages, in particular, but not limited to, Latin and Greek.

Seminar: Research on Current Problems in Linguistics
V61.0102 Prerequisite: permission of the instructor. Offered occasionally. 4 points.
Course content varies; see the description of each offering at the department’s home page.

Internship
V61.0980,0981 Prerequisite: permission of the director of undergraduate studies. In the term prior to the internship, the student must present a written description of the proposed internship that clearly indicates the linguistic content of the project. 1 to 4 points.

Independent Study
V61.0997,0998 Prerequisite: permission of the director of undergraduate studies. 1 to 4 points each term.
The literature in translation minor is open to all students. Participating in the program are the Skirball Department of Hebrew and Judaic Studies and the Departments of Classics, Comparative Literature, Dramatic Literature, East Asian Studies, English, French, German, Italian Studies, Middle Eastern and Islamic Studies, Russian and Slavic Studies, and Spanish and Portuguese Languages and Literatures.

The minor consists of 16 points (four 4-point courses) taken in applicable courses offered by the participating departments. A student majoring in a specific language cannot take courses in the same language under this minor but can take courses in literature in translation in other languages under this minor. The minor is declared through the Department of French.

The following are courses in literature in translation:

1. Courses in foreign literature taught in English listed under the foreign-language departments, such as The Comedies of Greece and Rome (V27.0144) or Women Writers in France (V45.0835).

2. The courses History of Drama and Theatre (V30.0110,0111), offered by the Department of Dramatic Literature, in addition to relevant courses cross-listed with the Department of English or with foreign-language departments.
The undergraduate division of the Department of Mathematics offers a wide variety of courses in both pure and applied mathematics. The faculty are members of the University’s Courant Institute of Mathematical Sciences, noted for its advanced training and research programs, which emphasize the applications of mathematics to technology and other branches of science.

Joint programs are available in mathematics and (1) computer science, (2) economics, (3) engineering, and (4) 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:**
Bazer, Bromberg, Burnow, Childress, Davis, Edwards, Hauser, Hirsch, Isaacs, Karal, Karp, Lax, Morawetz, Nirenberg, Pollack, Schwartz, Shapiro, Ting, Ungar

**Silver Professors; Professors of Mathematics:**
Cappell, Cheeger, Hofer, Lin, McKean, Peskin, Young

**Professors:**

**Associate Professors:**
Chatterjee, Y. Chen, Hang, Smith, Zhang

**Faculty**

**Assistant Professors:**
Gerber, Paulius, Rangan, Ren, Tygert

**Clinical Associate Professors:**
Leingang, Winouker

**Clinical Assistant Professors:**
Hanhart, Tsishchanka

**Courant Instructors:**
Bou-Rabee, Brandman, Fribergh, Harvey, Hu, Kim, Kirkpatrick, Lian, Lu, Nguyen, Nolin, Peled, Rechtsman, Ward

**Program**

**CAS MATHEMATICS REQUIREMENT**
Students entering the College of Arts and Science who are not majoring in mathematics, computer science, or any of the physical sciences are required to take one of the Quantitative Reasoning (V55.010X) courses from the Morse Academic Plan (MAP). They can also take Calculus for the Social Sciences (V63.0017) or an appropriate calculus course numbered V63.0121 or above.

Qualified students may also take a special exemption examination given by the Morse Academic Plan (MAP) office, Silver Center, 100 Washington Square East, Room 903; 212-998-8119.
Requirements

Degree Requirements

Mathematics Major

The major consists of twelve 4-point courses numbered V63.0120 or higher (with the exception of Abstract Algebra V63.0246). Within the 12 required courses, Analysis I (V63.0325) and Algebra I (V63.0343) must be included. Additionally, one of the following three courses must be included: Analysis II (V63.0526), Algebra II (V63.0344), or Vector Analysis (V63.0224). The sequence Honors Calculus I and II (V63.0221,0222) is counted as two courses; it covers material in Calculus I, II, and III.

Any two computer science courses numbered V22.0101 or higher may be credited toward the 12-course requirement. Students who complete the premed or preental program and who wish to major in mathematics may substitute at most two math classes by any two of the following: General Physics I and II (V85.0001,0012), Physics I and II (V85.0091, V85.0093), or any two computer science courses numbered V22.0101 or higher.

Additionally, students who wish to double-count courses for the math major and another requirement may count at most two such courses toward the math major. Courses taken under the pass/fail option are not counted toward the major. A grade of C or better is required in all courses used to fulfill the major requirement.

Joint Major in Mathematics and Computer Science

This is an interdisciplinary major offered by the Department of Mathematics and the Department of Computer Science. The mathematics requirements are V63.0120, V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, and V63.0343; two mathematics courses listed at V63.0120 or higher; and one of these courses: V63.0224, V63.0320, or V63.0344. The computer science requirements are V22.0101, V22.0102, V22.0201, V22.0202, V22.0310, and V22.0421, plus two computer science courses listed at the V22.0400 level.

Joint Major in Economics and Mathematics

A joint major is offered by the Departments of Economics and Mathematics. In the economics department, joint majors with mathematics may only take the theory sequence. Nine courses must be taken from each department.

The mathematics requirements are a total of nine courses. The six required courses are as follows: V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, and V63.0326. In addition, three courses must be completed from the following: V63.0224, V63.0233, V63.0234, V63.0235, V63.0262, V63.0240, V63.0363, V63.0245, V63.0264, V63.0248, V63.0250, V63.0252, V63.0270, V63.0282, V63.0343, V63.0344, or V63.0141.

The economics requirements are V31.0005, V31.0006, V31.0011, V31.0013, V31.0020, and V31.0266, plus any three economics elective courses, at least two of which must be theory electives numbered V31.0300-0399.

Interested students should consult with the director of undergraduate studies in each department 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 Joseph Hemmes, adviser for the B.S./B.S. program, in the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-3133.

Honors Program

The honors program is designed for students with a strong commitment to mathematics. It is recommended for those who intend to pursue grad-
uate study in mathematics. Course requirements include Analysis I and II (V63.0325,0326) and Algebra I and II (V63.0343,0344), both usually taken during the junior year; and Honors I and II (V63.0393, 0394), usually taken during the senior year. With departmental approval, completion of graduate courses in mathematics may be accepted in place of Honors I and II. Potential honors students should register for Honors Calculus I and II (V63.0221,0222). Students must also complete a senior project by registering for two semesters of independent study (V63.0997, 0998) under faculty supervision. After securing a faculty research mentor, students should seek approval of their research project from the director of the honors program. The required research project can also be fulfilled through the mathematics Summer Undergraduate Research Experience Program (SURE). Students are required to present their research at the Undergraduate Research Conference, which takes place in late April. Students are expected to dedicate 10 to 20 hours per week to their research.

JOINT B.A./M.S. PROGRAM WITH NEW YORK UNIVERSITY GRADUATE SCHOOL OF ARTS AND SCIENCE

The College of Arts and Science (CAS) and the Graduate School of Arts and Science (GSAS) offer students the opportunity to earn both the bachelor’s degree and the master’s degree in a shorter period of time and at less cost than is normally the case. Qualifying students are accepted into the program toward the end of the sophomore year or during the junior year before 96 credits are earned. In their remaining undergraduate semesters, they can then accelerate by taking some graduate courses during regular terms and/or during the summer. In the graduate portion of the program, they can qualify for a scholarship covering up to 50 percent of the tuition for the master’s degree.

Applications and general information about the program are available in the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-3133. Students should discuss as early as possible with an adviser how the program might fit their long-term plans.

MATHEMATICS MINOR

The requirements are four 4-point courses in the department numbered V63.0120 or higher. Although courses transferred from other colleges may count toward the minor, at least two courses for the minor must be taken at New York University. Students in areas where mathematics courses are required as part of their major may satisfy the minor as long as two of the four courses do not apply simultaneously to the requirements for their major.

Courses taken under the pass/fail option are not counted toward the minor. A grade of C or better is required in all courses applying to the minor.

Advisers are available for consultation on minor requirements before and during registration. Students should consult an adviser if they have any doubt about which courses fulfill their requirements.

JOINT MATHEMATICS AND COMPUTER SCIENCE MINOR

The requirements are the four courses V63.0121, V63.0122, V22.0101, and V22.0102. A grade of C or better is required for the mathematics courses; see also under Computer Science (22) in this bulletin. At most, two mathematics courses in the joint minor may be transferred from other colleges. Additionally, students who wish to double-count courses for the math portion of the minor and another requirement may count at most two such courses toward the minor. One of the math courses must be taken in residence at New York University.
Mathematics Club: An active club open to all students interested in the study of mathematics. An organizational meeting is held shortly after classes begin in the fall to plan for the coming academic year. Activities include talks by faculty and guest speakers on a variety of topics, including career opportunities.

William Lowell Putnam Competition: The Department of Mathematics participates in the annual William Lowell Putnam Competition, a mathematics contest open to all undergraduate mathematics students in the United States and Canada. Interested students should contact the department as early as possible in the school year—the contest takes place in early December.

Awards: The departmental awards include the Sidney Goldwater Thorne Medal. Please see the descriptions under Honors and Awards in this bulletin.

### Courses

#### Algebra and Calculus

**V63.0009** Prerequisite: three years of high school math and a math SAT score of 650, or permission of the department. Offered every term. 4 points.

An intensive course in intermediate algebra and trigonometry. Topics include algebraic, exponential, logarithmic, and trigonometric functions and their graphs.

**V63.0017** Prerequisite: SAT math score of 630 or higher. ACT math score of 25 or higher, completion of V63.0009 with a grade of C or better, or permission of the department. Appropriate for students completing the business education requirements or components of the More than 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.

#### Calculus for the Social Sciences

**V63.0017** Prerequisite: SAT math score of 630 or higher. ACT math score of 25 or higher, completion of V63.0009 with a grade of C or better, or permission of the department. Offered every term. 4 points.

Calculus for the Social Sciences

**V63.0017** Prerequisite: SAT math score of 630 or higher. ACT math score of 25 or higher, completion of V63.0009 with a grade of C or better, or permission of the department. 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 I

**V63.0121** Prerequisite: SAT math score of 730, an ACT math score of 34, an AP score of 4 or higher on the AB exam, an AP score of 3 on the BC exam, a C or higher in Algebra and Calculus (V63.0009) at NYU, or a departmental placement exam. Offered every term. 4 points.

Calculus I

**V63.0121** Prerequisite: SAT math score of 730, an ACT math score of 34, an AP score of 4 or higher on the AB exam, an AP score of 3 on the BC exam, a C or higher in Algebra and Calculus (V63.0009) at NYU, or a departmental placement exam. Offered every term. 4 points.


#### Calculus II

**V63.0122** Prerequisite: V63.0121 with a grade of C or better, an AP score of 4 on the BC exam, an AP score of 4 or higher on the AB, or equivalent, or departmental placement exam. Offered every term. 4 points.

Calculus II

**V63.0122** Prerequisite: V63.0121 with a grade of C or better, an AP score of 4 on the BC exam, an AP score of 4 or higher on the AB, or equivalent, or departmental placement exam. Offered every term. 4 points.

Applications. Plane analytic geometry. Polar coordinates and parametric equations. Infinite series, including power series.

#### Calculus III

**V63.0123** Prerequisite: V63.0122 with a grade of C or better, departmental placement exam, or permission of the department. Offered every term. 4 points.

Calculus III

**V63.0123** Prerequisite: V63.0122 with a grade of C or better, departmental placement exam, or permission of the department. Offered every term. 4 points.


#### Linear Algebra

**V63.0140** Prerequisite: V63.0121 with a grade of C or better, or equivalent. Offered every term. 4 points.

Linear Algebra

**V63.0140** Prerequisite: V63.0121 with a grade of C or better, or equivalent. Offered every term. 4 points.

### Honors Linear Algebra I

**V63.0141** Identical to G63.2110. Prerequisite: a grade of B or better in V63.0325 and/or V63.0343 or the equivalent. G63.2110 is offered every semester but called Linear Algebra I in the fall and summer sessions. 4 points.


**V63.0142** Identical to G63.2120. Prerequisite: V63.0141. Offered in the spring. 4 points.


**V63.0142** Identical to G63.2120. Prerequisite: V63.0141. Offered in the spring. 4 points.

Honors Linear Algebra II

**V63.0221** Prerequisite: placement examination or BC 5, 3 points.

This is the first semester to a year-long course that covers the core materials usually covered in Calculus II, Calculus III, and Linear Algebra. Knowledge of the
material covered in Calculus I such as fundamental theorem of calculus, chain rule, and maximizing and minimizing are assumed. Topics covered are sequences and series, Taylor’s theorem, Power series, vectors and vector-valued functions, polar coordinates, complex numbers, functions of several variables, partial derivatives, linear functions, matrices, quadratic surfaces, determinants, and inverses.

Honors Calculus II: Accelerated Calculus with Linear Algebra II
V63.0222 Prerequisite: Honors Calculus I with a C or better. 5 points.
This is the second semester to a yearlong course that covers the core materials usually covered in Calculus II, Calculus III, and Linear Algebra. Knowledge of the material covered in Calculus I such as fundamental theorem of calculus, chain rule and maximizing and minimizing are assumed. Topics covered are sequences and series, Taylor’s theorem, Powers series, vectors and vector-valued functions, polar coordinates, complex numbers, functions of several variables, partial derivatives, linear functions, matrices, quadratic surfaces, determinants, and inverses.

Vector Analysis
V63.0224 Prerequisite: a grade of C or better in V63.0325. Offered in the spring. 4 points.
Brief review of multivariate calculus: partial derivatives, chain rule, Riemann integral, change of variables, line integrals. Lagrange multipliers. Inverse and implicit function theorems and their applications. Introduction to calculus on manifolds: definition and examples of manifolds, tangent vectors and vector fields, differential forms, exterior derivative, line integrals and integration of forms. Gauss’s and Stokes’s theorems on manifolds.

Earth’s Atmosphere and Ocean: Fluid Dynamics and Climate
V63.0228 Identical to V36.0360.
Prerequisite: V63.0121 or equivalent with a grade of B- or better, though completion of Calculus III (multivariate calculus) is preferred and recommended. Students should also have some familiarity with introductory physics (even at the advanced high school level). 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).

Theory of Probability
V63.0233 Prerequisite: a grade of C or better in V63.0122 and V63.0123 or equivalent. Offered in the fall. 4 points.
Introduction to the mathematical techniques of random phenomena occurring in the natural, physical, and social sciences. Axioms of mathematical probability, combinatorial analysis, binomial distribution, Poisson and normal approximation, random variables and probability distributions, generating functions, Markov chains, applications.

Mathematical Statistics
V63.0234 Prerequisite: a grade of C or better in V63.0233 or equivalent. Offered in the spring. Not open to students who have taken V63.0235. 4 points.
Introduction to the mathematical foundations and techniques of modern statistical analysis used in the interpretation of data in quantitative sciences. Mathematical theory of sampling; normal populations and distributions; chi-square, t, and F distributions; hypothesis testing; estimation; confidence intervals; sequential analysis; correlation, regression, and analysis of variance. Applications to the sciences.

Probability and Statistics
V63.0235 Prerequisite: a grade of C or better in V63.0122 or equivalent. Offered in the spring. 4 points.
A combination of V63.0233 and V63.0234 at a more elementary level to acquaint the student with both probability and statistics in a single term. In probability: mathematical treatment of chance; combinatorics; binomial, Poisson, and Gaussian distributions; law of large numbers and the normal distribution; application to coin-tossing, radioactive decay, and so on. In statistics: sampling; normal and other useful distributions; testing of hypotheses; confidence intervals; correlation and regression; applications to scientific, industrial, and financial data.

Combinatorics
V63.0240 Prerequisite: V63.0122 with a grade of C or better, or equivalent. Offered every other spring. 4 points.
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
V63.0243 Identical to V22.0480.
Prerequisite: V22.0310 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), authentication applications (identification, zero-knowledge), and others, time permitting.

Abstract Algebra
V63.0246 Prerequisite: V63.0122 and V63.0140 with a grade of C or better. Course not open to math majors and/or students who have taken Algebra I (V63.0343). Offered in the spring. 4 points.
An introduction to the main concepts, constructs, and applications of modern algebra. Groups, transformation groups, Sylow theorems, and structure theory; rings, polynomial rings, and unique factorization; introduction to fields and Galois theory. Note: This course does not count toward the math major because of its considerable overlap with the more intensive Algebra I (V63.0243) required as part of the major program in mathematics. It is, however, accepted toward the
math minor and is a strongly recommended course for the Steinhardt math education major.

**Theory of Numbers**

V63.0248  Prerequisite: V63.0122 with a grade of C or better or equivalent. Offered in the fall. 4 points.


**Mathematics of Finance**

V63.0250  Prerequisite: V63.0123 and one of the following: V63.0233, V63.0234, V31.0018, or V31.0120 (Theory of Probability, Probability and Statistics, Statistics, or Analytical Statistics) with a grade of C or better and/or permission of the instructor. Offered in the fall. 4 points.


**Introduction to Mathematical Modeling**

V63.0251  Prerequisite: a grade of C or better in V63.0123 or permission of the instructor. Offered in the spring. 4 points.

Formulation and analysis of mathematical models. Mathematical tools include dimensional analysis, optimization, simulation, probability, and elementary differential equations. Applications to biology, economics, and other areas of science. The necessary mathematical and scientific background is developed as needed. Students participate in formulating models as well as in analyzing them.

**Numerical Analysis**

V63.0252  Prerequisite: a grade of C or better in V63.0123 and V63.0140 or equivalent. Offered in the spring. 4 points.

In numerical analysis, one explores how mathematical problems can be analyzed and solved with a computer. As such, numerical analysis has very broad applications in mathematics, physics, engineering, finance, and the life sciences. This course introduces the subject for mathematics majors. Theory and practical examples using Matlab are combined in the study of topics ranging from simple root-finding procedures to differential equations and the finite element method.

**Mathematics in Medicine and Biology**

V63.0255  Identical to G23.1501. Prerequisite: V63.0121 and V23.0011 or permission of the instructor. Offered in the fall. 4 points.

Intended primarily for premedical students with interest and ability in mathematics. Topics of medical importance using mathematics as a tool, including control of the heart, optimal principles in the lung, cell membranes, electrophysiology, countercurrent exchange in the kidney, acid-base balance, muscle, cardiac catheterization, and computer diagnosis. Material from the physical sciences is introduced as needed and developed within the course.

**Computers in Medicine and Biology**

V63.0256  Identical to G23.1502. Prerequisite: V63.0255 with a grade of C or better, or permission of the instructor. Familiarity with a programming language such as Pascal, Fortran, or BASIC is recommended. Offered in the spring. 4 points.

Introduces the student to 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.

**Partial Differential Equations**

V63.0263  Prerequisite: a grade of C or better in V63.0262 or equivalent. Offered in the spring. 4 points.

Many laws of physics are formulated as partial differential equations. This course discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace’s equation. Nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics.

**Chaos and Dynamical Systems**

V63.0264  Prerequisite: a grade of C or better in V63.0122 and V63.0140 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. There are homework and projects, as well as a few computer lab sessions (programming experience is not a prerequisite).

**Transformations and Geometries**

V63.0270  Prerequisite: a grade of C or better in V63.0123 or equivalent, and V63.0140 is strongly suggested. Offered in the fall. 4 points.

Axiomatic and algebraic study of Euclidean, non-Euclidean, affine, and projective geometries. Special attention is given to group-theoretic methods.

**Functions of a Complex Variable**

V63.0282  Prerequisite: a grade of C or better in both V63.0123 and V63.0140 or equivalent. Offered in the spring. 4 points.

Analysis I
V63.0325 Prerequisites: a grade of C or better in V63.0123 and V63.0140 or equivalent. Offered every term.
4 points.
The real number system. Convergence of sequences and series. Rigorous study of functions of one real variable. Continuity, connectedness, compactness, metric spaces.

Analysis II
V63.0326 Prerequisite: a grade of C or better in V63.0325 or permission of the department. Offered in the spring.
4 points.

Algebra I
V63.0343 Prerequisites: a grade of C or better in V63.0123 and V63.0140 or equivalent. Offered in the fall.
4 points.
Groups, homomorphisms, automorphisms, and permutation groups. Rings, ideals, and quotient rings. Euclidean rings, and polynomial rings.

Algebra II
V63.0344 Prerequisite: a grade of C or better in V63.0343. Offered in the spring.
4 points.

Topology
V63.0375 Formerly V63.0275. Prerequisite: a grade of C or better in V63.0325 or permission of the department. Offered in the fall.
4 points.
Metric spaces, topological spaces, compactness, connectedness. Covering spaces and homotopy groups.

Differential Geometry
V63.0377 Prerequisite: a grade of C or better in V63.0326 or permission of the department. Offered in the fall.
4 points.
The differential properties of curves and surfaces. Introduction to manifolds and Riemannian geometry.

Honors I
V63.0393 Prerequisite: approval of the director of the honors program. To be taken with Honors II, fall and spring term of academic year. 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
V63.0394 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 and II
V63.0395,0396 4 points per term.
Topics vary yearly. Detailed course descriptions are available during preregistration. Covers topics not offered regularly: experimental courses and courses offered on student demand.

Independent Study
V63.0997,0998 Prerequisite: permission of the department. 2 or 4 points per term.
To register for this course, a student must 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
G63.2010, G63.2020

Scientific Computing
G63.2045

Linear Algebra or Linear Algebra I, II
G63.2111 (for students who have not taken G63.0142) or G63.2110, 2120

Algebra
G63.2130, G63.2140

Number Theory
G63.2210, G63.2220

Topology
G63.2310, G63.2320

Differential Geometry I, II
G63.2350, G63.2360

Real Variables
G63.2430, G63.2440

Complex Variables
G63.2450, 2460

Ordinary Differential Equations
G63.2470

Introduction to Applied Mathematics
G63.2701, 2702

Game Theory, Linear Programming
G63.2731, G63.2742

Mathematical Topics in Biology
G63.2850, 2851

Stochastic Calculus
G63.2902

Probability
G63.2911, 2912

Mathematical Statistics
G63.2962
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 experience the intimate guidance of a center of excellence within the rich offerings of a great university and a vibrant city.

Faculty

**Professors Emeriti:**
Bonfante (Classics), Claster (History), Hyman (Art History), Ivy (Hebrew and Judaic Studies), P. Johnson (History), Oliva (History), Regalado (French), Reiss (Comparative Literature), Boesner (Music), Sandler (Art History)

**Professors:**
Alexander (Art History), Archer (English), Beaujour (French), Bedos- Rezak (History), Boorman (Music), Cannon (English), Carruthers (English), Chazan (Hebrew and Judaic Studies), Chelkowski (Middle Eastern and Islamic Studies), Cox (Italian), Dinshaw (English; Gender and Sexuality Studies), Flood (Art History), Freccero (Italian), Gans (Chemistry), Gilman (English), Guillory (English), Hoover (English), Javitch (Comparative Literature), Krabbenhoft (Spanish and Portuguese), Krinsky (Art History), Kupperman (History), Lezra (Spanish and Portuguese; Comparative Literature), Martínez (Spanish and Portuguese), Mitsis (Classics), Peirce (History), Rubenstein (Hebrew and Judaic Studies), Sullivan (Art History), Tylus (Italian), Vitz (French), Wolford (Gallatin), Wolfson (Hebrew and Judaic Studies)

**Associate Professors:**
Ardizzone (Italian), Bolduc (French), Crabtree (Anthropology), Doppico-Black (Spanish and Portuguese), Fleming (English), Geronimus (Art History), Griffiths (History), Katz (Middle Eastern and Islamic Studies), Kennedy (Middle Eastern and Islamic Studies), Momma (English), Rice (Art History), Rowson (Middle Eastern and Islamic Studies), Smith (Art History)

**Assistant Professors:**
Appuhn (History), El-Leithy (Middle Eastern and Islamic Studies), Rust (English), Watson (English)
**Program**

**OBJECTIVES**
The program offers an interdisciplinary approach to the histories and cultures of the Middle Ages and the early modern period. It is specifically designed for students wishing to work in more than one field of specialization and to develop individualized programs of study around their own interests rather than those of a single departmental major. Individual advisement enables students to develop a coherent course of study that suits their needs and interests. Among the fields of specialization from which students may draw to develop their programs are (1) language and literature: classics, comparative literature, English, French, Italian, Middle Eastern (Arabic), Hebrew and Judaic, and Spanish and Portuguese, (2) art history, (3) history, (4) music, and (5) philosophy and religion. Other more specialized programs of study may be designed in consultation with the director of undergraduate studies.

Available to majors and minors are the Marco Polo Travel Award (granted to an outstanding student each year to allow her or him to travel abroad for research), as well as a field prize for outstanding work in the major.

Many majors in the medieval and Renaissance studies program have gone on to graduate work in medieval studies, early modern studies, Celtic studies, archival and/or museum studies, religious studies, history, art history, English, foreign language literatures and cultures, and music. Other majors have gone on to professional schools (medicine, law, management), as well as to careers in business and education.

**MAJOR**
Ten courses in medieval and Renaissance studies, of which at least five must be in a single field of concentration; three courses in one or more secondary field(s) of concentration; and at least one interdisciplinary seminar. In addition, students are expected to show proficiency through course work or examination in a classical language (Latin, ancient Greek, Arabic, or Hebrew) and in another foreign language appropriate to their field of concentration. Students who work in later periods and for whom knowledge of two modern foreign languages is advantageous may petition the director of undergraduate studies to substitute the ancient language requirement with a second modern foreign language.

**MINOR**
Five courses, of which at least two must be in a single field of concentration, one in each of two other fields of concentration, and an interdisciplinary seminar.

**PROGRAM APPROVAL AND ADVISEMENT**
The director is happy to discuss with students their general educational and career aims, as well as the specific opportunities provided by the Program in Medieval and Renaissance Studies. All major and minor programs require the approval of the director of the program.

**HONORS PROGRAM**
To qualify for the honors program in medieval and Renaissance studies, students must maintain at least a 3.65 cumulative average and a 3.65 major average. The honors track is a 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 (V65.09998), a colloquium for thesis writers; in the spring semester, they enroll in Honors Independent Study (V65.09999). The Senior Honors Seminar guides students through the research and writing of the thesis, covering such areas as choosing a topic, compiling a bibliography, conducting library and Web-based research, properly documenting sources, and developing research and writing methods for graduate-level study. In Honors Independent Study, students complete their thesis projects under the supervision of a faculty mentor. Students interested in pursuing the honors program should consult with the director of undergraduate studies by the second semester of their junior year.

The requirements of the honors program are as follows: completion or simultaneous completion of the major’s requirements; successful completion of the honors seminar; an honors thesis; and an oral presentation on the honors thesis and its bibliography.

**STUDY ABROAD**
MARC prepares and encourages its students to complement their work in medieval and Renaissance studies at one of NYU’s study abroad programs in Florence, London, Madrid, Paris, and Prague or at one of the Western European exchange universities. For course information, see “Cross-Listed Courses,” below.

**ACCELERATED B.A./M.A. PROGRAM**
Qualifying students may apply to earn an accelerated B.A. in medieval and Renaissance studies and an M.A. in a related department. Interested students must consult with the director of the program. Requirements for the B.A./M.A. program are outlined in the Preprofessional, Accelerated, and Specialized Programs section of this bulletin.
Courses

The following is a sampling of courses specifically designed for the Program in Medieval and Renaissance Studies.

Interdisciplinary Seminar in Medieval and Renaissance Studies
V65.0991,0992 Offered every semester. 4 points.
Each semester, the course is devoted to a topic chosen for its interdisciplinary character. Recent offerings have included 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.

Studies in Medieval Culture
V65.0985,0986 Offered regularly. 4 points.
This course, varying in content from term to term, focuses on special themes. Recent offerings include Love, Marriage, and the Family in Medieval Europe; Medieval Peasantry; Medieval Architecture at the Cloisters; The Medieval Manuscript and the Book of Hours; Medieval Theatre; The Wisdom Tradition; Medieval Literature in the Movies; Law and Moral Issues in Medieval Philosophy; Martyrs, Mystics, and Prophets; Happiness in the Christian Middle Ages; The Medieval Book: Materials, Forms, and Uses; and Two Medieval Minds.

Studies in Renaissance Culture
V65.0995,0996 Offered regularly. 4 points.
This course, varying in content from term to term, focuses on special themes. Recent offerings include Love in the Renaissance; French Women Writers of the Middle Ages and the Renaissance; Classics in the Middle Ages and Renaissance; Pagan Mythology in the Middle Ages and Renaissance; Renaissance Philosophy; and Renaissance 2000 (Telecourse).

Topics in Medieval Studies
V65.0983,0984 Offered regularly. 4 points.
Varies in content from term to term, focusing on special themes. Recent offerings include Tolkien and Lewis: The Medievalist’s Answer to Modernism; Religion and Identity in Medieval Europe; The Kiss; Gothic Romance; Music and Cosmology; Poets, Patrons, and Public in Medieval Lyric; Gender Issues in the Art of the Middle Ages; Myths and Legends of the Middle Ages; 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).

Topics in Renaissance Studies
V65.0993,0994 Offered regularly. 4 points.
Varies in content from term to term, focusing on special themes. Recent offerings include The Court Masque and Renaissance Politics; Mary and Popular Religion; Material Culture of the Renaissance; Renaissance Fools and Foolery; Shakespeare and Chivalry; A Renaissance of Curiosity: Travel Books, Maps, and Marvels; and The Printed Book in the Renaissance (held at the New York Public Library).

Don Quixote
V65.0371 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.

Arthurian Legend
V65.0800 Identical to V29.0823, V41.0717, V45.0813, V90.0800. Offered regularly. 4 points.
Beginning with early stories of King Arthur and the knights of the Round Table, the course focuses on masterpieces of French, English, and German medieval literature. Through the European literary tradition, students examine larger problems of the development of medieval literature: the conception of history, the rise of the romance genre, the themes of courtly love, the code of chivalry, and philosophical and theological questions as the Arthurian material is developed through the stories of the Holy Grail.

The Civilization and Culture of the Middle Ages
V65.0011 Identical to V57.0011. Bedos-Rezak, Griffiths. Offered every year. 4 points.
Concentrates on the culture of medieval Europe, a world that produced castles and crusades, cathedrals and tapestries, mystery plays and epics, and plainsong and philosophy. Examines the richness and diversity of medieval creativity through lectures, class discussions, literature, slides, and museum visits.

The Culture and Literature of the Renaissance
V65.0311 Identical to V45.0311. Offered infrequently. 4 points.
Concentrates on the culture of Renaissance Europe. Examines the richness and diversity of
Renaissance creativity through lectures, class discussions, literature, and slides.

Dante and His World
V65.0801 Identical to V41.0143, V59.0160. Ardizzone, Fresco. Offered every two to three years. 4 points.
Interdisciplinary introduction to late medieval culture, using Dante, its foremost literary artist, as a focus. Attention is directed at literature, art, and music, in addition to political, religious, and social developments of the time. Emphasizes the continuity of Western tradition, especially the classical background of medieval culture and its transmission to the modern world.

The Medieval and Renaissance Love Lyric
V65.0420 Offered infrequently. 4 points.
The courtly love lyric, one of the most enduring genres of Western literature, portrayed love as an experience ranging from a degrading passion to an ennobling force, often crucial to poetic inspiration. The course traces the medieval love lyric from its beginnings in 11th-century Provencal through its developments in Latin, German, Italian, French, Spanish, Portuguese, and English. Examines how the themes and conventions of this lyric are transformed in the Renaissance by such major love poets as Petrarch, Sidney, Shakespeare, and Donne.

Medieval Theatre
V65.0712 Offered infrequently. 4 points.
Survey of medieval theatre in Europe, the plays and their contexts in the church, courts, and carnival. A study of the plays themselves, ranging from mystery plays to farces, and a look at techniques of staging and accounts of festive celebrations. Includes videos and attendance at live performances. Texts are taught in translation.

Medieval Technology and Everyday Life
V65.0003 Gans. Offered regularly. 2 points.
Gives a tour of the mills, factories, schools, travel technology, cathedral builders, miners, merchants, masons, weavers, and nobles of the Middle Ages. Examines the impact of new technology on the lives of both the rich and the ordinary, men, women, and children, and on medieval beliefs and politics. Also looks at the start of the process that propelled Western Europe from a pastoral backwater to the dominant region of the globe. No background in medieval history or science/technology is needed for this course.

Passion and Desire in the Middle Ages
V65.0961 Identical to V29.0961, V43.0214, V90.0250. Vitz. Offered regularly. 2 points.
Study of the kinds of loves and desires portrayed in medieval literature: passionate love; refined “courtly” love; sexual or “carnal” love; love of kin; love of country; love of God. Discusses how literary genres can be largely defined by the nature of the desires represented, explores medieval theorists’ views of human love, and investigates the conflicts among different kinds of love for medieval people.

Philosophy in the Middle Ages
V65.0060 Identical to V93.0025. Offered regularly. 4 points.
Study of major medieval philosophers, their issues, schools, and current philosophic interests. Includes, among others, Augustine, Anselm, Thomas Aquinas, Duns Scotus, and William of Ockham.

The Saints: Lore and Legend
V65.0365 Identical to V43.0365. Vitz. Offered infrequently. 2 points.
Focuses on the saint as a major figure in Western culture. Examines definitions of holiness and models of sanctity in the Old and New Testaments and in the early Christian church, then explores the important role played by saints in medieval culture and beyond. Topics considered include the theology of devotion to the saints and to the Virgin Mary in Catholicism and Eastern Orthodoxy, determination of sainthood, and gender differences among saints. Uses literary, historical, artistic, and religious documents.

Independent Study
V65.0997,0998 Prerequisite: written permission of the director of the program. Counts toward majors and minors only. May not duplicate the content of a regularly scheduled course. 1 to 4 points per term.

Internships
V65.0980,0981 Prerequisite: written permission of the director of the program. Counts toward majors and minors only. Majors and minors may find internships that can be related to medieval and Renaissance studies. A faculty director is appointed and the student writes a substantial report for 1 to 4 points of academic credit for independent study.

Senior Honors Seminar
V65.0998 Prerequisite: permission of the director of undergraduate studies. Open only to majors. Offered in the fall. 4 points.
Provides an opportunity for graduating seniors majoring in medieval and Renaissance studies who have excelled academically to engage in a substantial, original research project on a topic related to their major field(s) of study and chosen by them in consultation with a faculty adviser and the director of undergraduate studies. It introduces students to appropriate critical methodologies, to the tools available in Bobst Library 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
V65.0999 Prerequisite: permission of the director of undergraduate studies and completion of V65.0998. Offered in the spring. Open only to majors. 4 points.
Students meet regularly with their faculty advisers as they complete the research and writing of the 40-page senior honors thesis.

CROSS-LISTED COURSES
The following courses in individual disciplines are regularly offered at New York University. They are cross-listed with medieval and Renaissance studies and can count toward its major and minor. Courses marked with an asterisk (*) must be approved by the direc-
tor of the program to count toward the major or minor. See departments for course descriptions.

For cross-listed electives offered in study abroad programs via the Office of Global Programs, see the class directory. Approval of the director of the program is required to count other study abroad courses toward the major or minor.

### ART HISTORY

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Equivalent Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Art in the Islamic World</td>
<td>V65.0098</td>
<td>V43.0540</td>
<td>4 points</td>
</tr>
<tr>
<td>Medieval Art</td>
<td>V65.0200</td>
<td>V43.0004</td>
<td>4 points</td>
</tr>
<tr>
<td>Art of the Early Middle Ages</td>
<td>V65.0201</td>
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<tr>
<td>Romanesque Art</td>
<td>V65.0202</td>
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<tr>
<td>Gothic Art in Northern Europe</td>
<td>V65.0203</td>
<td>V43.0203</td>
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<tr>
<td>Art and Architecture in the Age of Giotto: Italian Art, 1200-1420</td>
<td>V65.0204</td>
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<tr>
<td>Renaissance Art</td>
<td>V65.0333</td>
<td>V43.0005</td>
<td>4 points</td>
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<tr>
<td>European Architecture of the Renaissance</td>
<td>V65.0301</td>
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<tr>
<td>*Architecture in Europe in the Age of Grandeur</td>
<td>V65.0302</td>
<td>V43.0302</td>
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<tr>
<td>The Century of Jan van Eyck</td>
<td>V65.0303</td>
<td>V43.0303</td>
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<tr>
<td>Italian Renaissance Sculpture</td>
<td>V65.0305</td>
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<td>Early Masters of Italian Renaissance Painting</td>
<td>V65.0306</td>
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<tr>
<td>The Age of Leonardo, Raphael, and Michelangelo</td>
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<td>The Golden Age of Venetian Painting</td>
<td>V65.0308</td>
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<td>Italian Art in the Age of the Baroque</td>
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<td>Dutch and Flemish Painting 1600-1700</td>
<td>V65.0311</td>
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<td>French Art: Renaissance to Rococo, 1520-1770</td>
<td>V65.0313</td>
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<td>*History of Western Art I</td>
<td>V65.0001</td>
<td>V43.0001</td>
<td>4 points</td>
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<tr>
<td>Medieval Latin</td>
<td>V65.0824</td>
<td>V27.0824</td>
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<tr>
<td>Masterpieces of Renaissance Literature</td>
<td>V65.0017</td>
<td>V29.0151</td>
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<td>Medieval Visionary Literature</td>
<td>V65.0321</td>
<td>V43.0309</td>
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<td>Medieval Literature in Translation</td>
<td>V65.0310</td>
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<td>Colloquium: Chaucer</td>
<td>V65.0520</td>
<td>V43.0320</td>
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<td>16th-Century English Literature</td>
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<td>V41.0400</td>
<td>4 points</td>
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<tr>
<td>Shakespeare I, II</td>
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<td>V41.0410,0411.</td>
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<td>Colloquium: Shakespeare</td>
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<tr>
<td>Colloquium: The Renaissance Writer</td>
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<tr>
<td>Colloquium: Milton</td>
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<tr>
<td>Topics: Medieval Literature</td>
<td>V65.0953</td>
<td>V41.0950</td>
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<td>Topics: Renaissance Literature</td>
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<tr>
<td>*Topics: 17th-Century British Literature</td>
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<td>FRENCH</td>
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<td>*Topics in French Culture</td>
<td>V65.0864</td>
<td>V45.0865</td>
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<tr>
<td>*Topics in French Literature</td>
<td>V65.0869</td>
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<tr>
<td>HEBREW AND JUDAIC STUDIES</td>
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<tr>
<td>Jewish Philosophy in the Medieval World</td>
<td>V65.0425</td>
<td>V78.0425</td>
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<tr>
<td>Foundations of the Christian-Jewish Argument</td>
<td>V65.0160</td>
<td>V78.0106</td>
<td>4 points</td>
</tr>
</tbody>
</table>
**Jewish Mysticism and Hasidism**
V65.0430  Identical to V78.0430.  4 points.

**The Jews in Medieval Spain**
V65.0913  Identical to V78.0113.  4 points.

**HISTORY**

**The Early Middle Ages**
V65.0111  Identical to V57.0111.  4 points.

**The Crusades**
V65.0113  Identical to V57.0113.  4 points.

**The High Middle Ages**
V65.0114  Identical to V57.0114.  4 points.

**The Renaissance**
V65.0121  Identical to V57.0121.  4 points.

**Gendering the Middle Ages**
V65.0190  Identical to V57.0197.  4 points.

**Seminar: Crusade and Trade: Western Expansion in the Eastern Mediterranean, 11th to 15th Centuries**
V65.0265  Identical to V57.0265.  4 points.

**Seminar: Women in Medieval and Renaissance Europe**
V65.0270  Identical to V57.0270.  4 points.

***Seminar: Topics in Early Modern Europe**
V65.0279  Identical to V57.0279.  4 points.

**LINGUISTICS**

**Etymology**
V65.0076  Identical to V61.0076.  4 points.

**MIDDLE EASTERN AND ISLAMIC STUDIES**

**The Making of the Muslim Middle East, 600-1250**
V65.0640  Identical to V77.0640.  4 points.

***The Ottoman Empire in World History**
V65.0651  Identical to V77.0650.  4 points.

***Islam and the West**
V65.0694  Identical to V77.0694, V57.0250.  4 points.

***Masterpieces of Islamic Literature in Translation**
V65.0710  Identical to V77.0710.  4 points.

**The Arabian Nights**
V65.0714  Identical to V77.0716.  4 points.

**The Sufis: Mystics of Islam**
V65.0863  Identical to V90.0863, V77.0863.  4 points.

***Seminar: Introduction to Islamic Texts**
V65.0720  Identical to V77.0720.  4 points.

***Seminar: Women and Islamic Law**
V65.0783  Identical to V77.0783.  4 points.

**MORSE ACADEMIC PLAN**

**Texts and Ideas: Antiquity and Middle Ages**
V55.0401  4 points.

**Texts and Ideas: Antiquity and Renaissance**
V53.0402  4 points.

**MUSIC**

**Medieval and Renaissance Music**
V65.0101  Identical to V71.0101.  4 points.

**PHYSICS**

**Origins of Astronomy**
V65.0008  Identical to V85.0008.  4 points.

**POLITICS**

***Topics in Premodern Political Philosophy**
V65.0110  Identical to V53.0110.  4 points.

**RELIGIOUS STUDIES**

**Judaism, Christianity, and Islam**
V65.0025  Identical to V77.0800, V78.0160, V90.0102.  4 points.

**SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES**

**Chronicles and Travel Literature of the Colonial World**
V65.0273  Identical to V95.0273.  4 points.

**Cervantes**
V65.0335  Identical to V95.0371.  4 points.

**Forms of the Picaresque in Spain and Spanish America**
V65.0438  Identical to V95.0438.  4 points.

**Theatre and Poetry of the Spanish Golden Age**
V65.0421  Identical to V95.0421.  4 points.

**GRADUATE COURSES OPEN TO UNDERGRADUATES**

**COMPARATIVE LITERATURE**

**Themes and Forms of Medieval Literature**
G29.1452  4 points.

**European Renaissance Literature I**
G29.1500  4 points.

**European Renaissance Literature II**
G29.1550  4 points.
<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>FRENCH</th>
<th>SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES</th>
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<tbody>
<tr>
<td>Introductory Old English</td>
<td>Introduction to Medieval French Literature</td>
<td>Introduction to Medieval Spanish Literature</td>
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<td>G41.1060 4 points.</td>
<td>G45.1211 4 points.</td>
<td>G95.1211 4 points.</td>
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<tr>
<td>Introductory Middle English</td>
<td>The Medieval Epic</td>
<td>16th-Century Novelistic Forms</td>
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<tr>
<td>G41.1061 4 points.</td>
<td>G45.1241 4 points.</td>
<td>G95.1334 4 points.</td>
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<tr>
<td>Studies in Beowulf</td>
<td>Prose Writers of the 16th Century</td>
<td>Spanish Poetry of the Renaissance</td>
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<tr>
<td>G41.1152 Prerequisite: G41.1060 or the equivalent. 4 points.</td>
<td>G45.1331 4 points.</td>
<td>G95.1341 4 points.</td>
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<tr>
<td>The Renaissance in England</td>
<td>La Pléiade</td>
<td>Mystics and Contemplatives</td>
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<tr>
<td>G41.1322 4 points.</td>
<td>G45.1342 4 points.</td>
<td>G95.2311 4 points.</td>
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<tr>
<td>Shakespeare I, II</td>
<td>MIDDLE EASTERN AND ISLAMIC STUDIES</td>
<td>Portuguese Literature: The Cancioneiros to Camões</td>
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<tr>
<td>G41.1344,1345 4 points.</td>
<td>History of the Islamic Near East to 1200</td>
<td>G87.1817 4 points.</td>
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<tr>
<td>*17th-Century Poetry</td>
<td>G77.1640 4 points.</td>
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<td>G41.1420 4 points.</td>
<td>Medieval Iran</td>
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<td>G77.1660 4 points.</td>
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<td></td>
<td>Collegium Musicum</td>
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<td></td>
<td>G71.1001 4 points.</td>
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</table>
Metropolitan Studies (18)

Metropolitan Studies, part of the Department of Social and Cultural Analysis (SCA), is an interdisciplinary undergraduate major focused on the study of cities and metropolitan regions in historical and contemporary perspective. Students use New York City and other global metropolitan centers as their laboratories for understanding the processes of urban and regional development, the major institutions of urban life, urban social movements, urban cultural dynamics, and the socio-environmental consequences of worldwide urbanization. The program draws on the expertise of a wide range of urban scholars within SCA and in complementary departments at NYU. In addition, faculty active in the city’s government, community, and nonprofit agencies provide a unique resource for understanding the city. The major provides particularly valuable preparation for students interested in law, health, teaching, journalism, social work, architecture, city and regional planning, public policy, public administration, nonprofit administration, and community organization.

An accelerated B.A./M.P.A. and B.A./M.U.P. arrangement exists with NYU’s Robert F. Wagner Graduate School of Public Service. For more information, see the section Preprofessional, Accelerated, and Specialized Programs in this bulletin.

Faculty

Professors: Brenner, Molotch, Walkowitz
Associate Professor: Zaloom
Assistant Professors: Rademacher, Ralph, Tu
Adjunct Faculty: Brettschneider, Charles-Guzman, Hulser, Lasdon, MacBride, Silberblatt
Affiliated Faculty: Bender, Broderick, Cohen, Conley, Dávila, Horowitz, Klinenberg, Moss, Nagle, Poitevin, Ross, Tchen, Townsend, Zhang

Program

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

Three introductory courses:
• Concepts in Social and Cultural Analysis (V18.0001), an introduction to key terms and analytical categories for interdisciplinary work in metropolitan studies and related fields
• Approaches to Metropolitan Studies (V18.0601)
• Cities in a Global Context (V18.0602)

Five elective courses:
• Three designated metropolitan studies electives
• Two common electives: a list will be available each semester

Three research core courses:
• Internship Fieldwork (V18.0040) and Internship Seminar (V18.0042), related to metropolitan studies
• Strategies in Social and Cultural Analysis (V18.0020)
• Senior Research Seminar (V18.0090)

A note about language/linguistic competency: The type of rigorous intercultural study promoted within the Department of Social and Cultural Analysis requires students to recognize the complex modes of communication at work both within and across different social groups. The department therefore strongly encourages its students to develop advanced skills
### INTRODUCTORY CORE

#### Concepts in Social and Cultural Analysis

**V18.0001 4 points.**

A gateway to all majors offered by the Department of Social and Cultural Analysis. It focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each one considered within a two-week unit. Because the course is team-taught and the instructors for it vary from semester to semester, there are sometimes slight alterations in the concepts covered in different terms.

#### Approaches to Metropolitan Studies

**V18.0601 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.

#### Cities in a Global Context

**V18.0602 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.

### RESEARCH COURSES

#### Senior Research Seminar

**V18.06090 Prerequisite: V18.0001, V18.0601, V18.0602, and V18.0651. 4 points.**

An advanced research course in social and cultural analysis. It culminates in each student completing an extended research paper that makes use of various methodology skills. Students work individually and collaboratively on part of a class research project pertaining to their major. Majors must enroll in the fall of their senior year.

#### MINOR

Five courses are required for the minor in metropolitan studies. One course must be Approaches to Metropolitan Studies (V18.0601) or Cities in a Global Context (V18.0602), 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 (overall and in the major) are encouraged to register for Honors (V18.0092) in the first semester of their senior year. Upon successful completion of the course requirements, students will be eligible to register for the second semester of the course: Honors (V18.0093). Information about honors can be found at [http://sca.as.nyu.edu/object/ica.related.honor](http://sca.as.nyu.edu/object/ica.related.honor).

#### Strategies in Social and Cultural Analysis

**V18.0020 Prerequisite: V18.0601 or V18.0602. 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.

### INTERNSHIP PROGRAM

#### Internship Fieldwork

**V18.0040 Corequisite: V18.0042. 2 or 4 points.**

Ten hours of fieldwork are required for 2 points; 15 hours for 4 points.

#### Internship Seminar

**V18.0042 Corequisite: V18.0040. 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 4-point internship program complements and enhances the formal course work of the metropolitan studies majors. Students intern at agencies dealing with a range of issues pertaining to metropolitan studies and take a corequisite seminar that enables them to focus the work experience on meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory
they have gained through coursework, (2) to provide students with 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.

**ELECTIVE COURSES**

**Law and Urban Problems**
V18.0610  *Offered in the fall.* 4 points.
Interdisciplinary introduction to the law as it interacts with society. Focuses on problems in areas such as housing, zoning, welfare, and consumer affairs, emphasizing the underlying social, economic, and political causes of the problems and the responses made by lawmakers and courts. Readings are drawn from the law and social science. No specific knowledge of law is required.

**Work and Wealth in the City: The Economics of Urban Growth**
V18.0612  *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**
V18.0613  *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.

**Urban Cultural Life**
V18.0608  4 points.
Few cities enjoy as rich a cultural life as New York City, with its galaxy of neighborhoods, museums, galleries, theatres, concert halls, and alternative spaces. Through walking tours, attendance at cultural events, and visits to local cultural institutions, students explore the definition of urban culture. Sites include the familiar and the unfamiliar, the Village and the outer boroughs. Students examine the attributes that constitute culture and community from an interdisciplinary perspective. Readings and films expand their understanding of these concepts.

**Culture of the City**
V18.0620  *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**
V18.0623  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.

**Urban Environmentalism**
V18.0631  *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.

**Independent Study**
V18.0997, 0998  Prerequisite: permission of the instructor. 2 to 4 points per term.

**RELATED COURSES**

**Urban Economics**
V18.0751  Identical to V53.0360. 4 points.
See description under Economics (53).

**Government of New York City**
V18.0752  Identical to V53.0364. 4 points.
See description under Politics (53).

**Urban Government and Politics**
V18.0753  Identical to V53.0360. 4 points.
See description under Politics (53).

**American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education**
V18.0755  Identical to E27.0041. 4 points.
See description from the Steinhardt School of Culture, Education, and Human Development, Department of Teaching and Learning.

**The Latinized City, New York and Beyond**
V18.0540  4 points.
See description under Latino Studies (18).
Multiethnic New York
V18.0363  4 points.
See description under Asian/Pacific/American Studies (18).

"Chinatown" and the American Imagination: A Field Research Course
V18.0370  4 points.
See description under Asian/Pacific/American Studies (18).

Writing New York
V18.0757  Identical to V41.0180.
4 points.
See description under English (41).

The Irish and New York
V18.0758  Identical to V57.0180, V58.0180.  4 points.
See description under Irish Studies (58).

Cities, Communities, and Urban Life
V18.0760  Identical to V93.0460.
4 points.
See description under Sociology (93).

New York City: A Social History
V18.0831  Identical to V57.0639.
4 points.
See description under History (57).

Shaping the Urban Environment
V18.0762  Identical to V43.0661.
4 points.
See description under Art History (43).

Decision Making and Urban Design
V18.0763  Identical to V43.0670.
4 points.
See description under Art History (43).

Environmental Design: Issues and Methods
V18.0764  Identical to V43.0672.
4 points.
See description under Art History (43).

Cities in History
V18.0765  Identical to V43.0662.
4 points.
See description under Art History (43).

Urban Design and the Law
V18.0766  Identical to V43.0674.
4 points.
See description under Art History (43).

Seminar in Urban Options for the Future
V18.0767  Identical to V43.0673.
4 points.
See description under Art History (43).

Urban Design: Infrastructure
V18.0768  Identical to V43.0673.
4 points.
See description under Art History (43).

History of City Planning: 19th and 20th Centuries
V18.0769  Identical to V43.0663.
4 points.
See description under Art History (43).

Expressive Culture: Images—Architecture in New York Field Study
V55.0722  4 points.
See description under Foundations of Contemporary Culture (55).

Modern Hispanic Cities
V95.0650  Conducted in Spanish.
4 points.
See description under Spanish and Portuguese Languages and Literatures (95).
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, Ileiva

**Clinical Assistant Professor:** Uthman

**Global Distinguished Professor:** Khoury

**Senior Language Lecturer:** Hassan

**Language Lecturers:** Credi, Naqvi, Karatas

**Visiting Assistant Professor/Faculty Fellow:** Pomerantz

**Associate Research Scholar:** Goellet

**Affiliated Faculty:** Fleming, Flood, Gomez, Kazemi, Mirsepassi

**Program**

**MAJOR**

**Language:** To obtain the B.A. degree with a Middle Eastern and Islamic studies (MEIS) major, students must meet the College of Arts and Science (CAS) language requirement in Arabic, Persian, Turkish, Hindi, or Urdu. This means (1) studying one of these languages through at least the intermediate level (four semesters) at NYU, (2) demonstrating the completion of equivalent course work elsewhere, or (3) satisfying the CAS language requirement by exam in one of these languages. Under exceptional circumstances, the director of undergraduate studies may exempt a student from having to fulfill the language requirement, in which case the student will be required to take 10 MEIS non-language courses to satisfy the major. In any event, a student must complete at least 10 MEIS-approved courses to satisfy requirements for the major.

**Course requirements:** In addition to the language requirement, majors must successfully complete at least six MEIS courses. At least one of the
six must be an undergraduate seminar offered under the Topics rubric; with the permission of the instructor, this requirement may be fulfilled with a graduate seminar.

The six MEIS courses are to be distributed as follows: (1) two courses from the MEIS history list, (2) one course from the MEIS literature list, (3) one course from the MEIS religion list, and (4) two elective courses from the MEIS course list of the undergraduate’s choosing.

MINOR

Students who wish to minor in Middle Eastern and Islamic studies must complete either (1) at least four nonlanguage courses that are offered by MEIS and approved by the director of undergraduate studies or their MEIS adviser or (2) four courses in Arabic, Persian, or Turkish, provided that these courses are not used to satisfy the CAS foreign language requirement.

AWARDS FOR EXCELLENCE IN MIDDLE EASTERN AND ISLAMIC STUDIES

The department offers the following awards for excellence: the Rumi-Biruni Prize, for excellence in Persian studies; the Ibn Khaldun Prize, for excellence in Arabic studies; the Evliya Chelebi Prize, for excellence in Turkish studies; and the Premchand Prize, for excellence in Hindi and Urdu studies.

INTERNERSHIP PROGRAM

The department participates in the College of Arts and Science internship program. See the director of undergraduate studies for further information.

HONORS PROGRAM

Eligibility: Any student majoring in the department who has spent at least two full years in residence at the College of Arts and Science and who has completed at least 60 points of graded work in the College. The student must maintain a general GPA of 3.65 and a major average of 3.65.

Requirements: (1) Complete the major requirements; (2) complete at least two graduate-level courses with a GPA of 3.0; these courses may be used to complete part of the major requirement; (3) have no grade lower than a C in a Middle Eastern and Islamic studies course; and (4) write an honors paper of 50 double-spaced, typed pages under the supervision of an MEIS faculty member, for which up to 4 points of independent study credit may be awarded (V77.0997,0998). The subject of the honors paper and the faculty supervisor will be chosen in consultation with the director of undergraduate studies.

MINOR IN SOUTH ASIAN STUDIES

Since fall 2007, the Department of Middle Eastern and Islamic Studies has offered a minor in South Asian studies, as well as its long-established minor in Middle Eastern and Islamic studies. Clinical Associate Professor Gabriela Ilieva serves as the faculty adviser for this new minor.

Requirements for the South Asian studies minor: The minimum requirements for the completion of a minor program are four 4-point courses (16 points total), chosen in consultation with the South Asian studies faculty adviser. Students can pursue three broad areas of concentration:

Track A: Language provides students with a solid foundation in a modern Indian language. Students must complete a four-semester sequence of either Hindi or Urdu, provided that these courses are not also used to satisfy the CAS foreign language requirement.

Track B: History, Culture, and Politics fosters a broad interdisciplinary perspective on South Asia. All four courses must be nonlanguage courses.

Track C: Culture and Language combines Tracks A and B. Students must take three language courses at the intermediate level (provided that these courses are not also used to satisfy the CAS foreign language requirement) or advanced level, plus two nonlanguage South Asian studies courses.

A MAP Cultures and Contexts course on South Asia may be counted toward the nonlanguage minor requirement. With prior approval, one independent study course can count toward the four courses required for a minor. At least three of the four required courses must be completed at NYU. The South Asian studies faculty adviser will determine the eligibility of courses taken in study abroad programs or in institutions not part of the consortium exchange.

Courses

LANGUAGE COURSES

Note: Language examinations are held before the first week of the fall and spring semesters. For placement at the appropriate level of language instruction, students are requested to consult the department. Qualified undergraduates are also eligible to register for advanced language courses. Please consult the class schedule of courses and the Graduate School of Arts and Science Bulletin for information about advanced courses in Arabic, Persian, Turkish, Hindi, and Urdu that are open to undergraduates who have completed the intermediate level of the languages.

ARABIC

Elementary Arabic I, II

V77.0101,0102 Offered every year. 4 points per term.
Builds basic skills in modern standard Arabic, the language read and understood by educated Arabs from Baghdad to Casablanca. Five hours per week of instruction and drills, stressing the proficiency approach, plus work in the language laboratory.

Intermediate Arabic I, II

V77.0103,0104 Prerequisite: V77.0102 or equivalent. Offered every year. 4 points per term.
Builds on the skills acquired in Elementary Arabic I and II, with
increased emphasis on writing and reading from modern sources, in addition to aural/oral proficiency.

The following two Advanced Arabic courses comprise the third year of Arabic language instruction and are open to undergraduates who have successfully completed the Intermediate Arabic sequence.

Advanced (Media)  
Contemporary Arabic I, II  
G77.1005,1006 Prerequisite: V77.0104 or equivalent. Ferhadi. Offered every year. 4 points per term. Focuses on contemporary standard Arabic as used by electronic and print media. Contemporary press reports from the Middle East are used as texts, and current news programs from select Arab broadcasts are used and discussed.

Farsi/Persian  
Elementary Persian I, II  
V77.0401,0402 Offered every year. 4 points per term. Grammar, phonetics, and pronunciation of modern standard Persian, reading simple texts and writing short compositions. Builds basic skills in modern standard Persian in preparation for reading classical Persian literature.

Intermediate Persian I, II  
V77.0403,0404 Prerequisite: V77.0402 or equivalent. Khorrami. Offered every year. 4 points per term. Builds on the skills acquired in Elementary Persian I and II through continued study of grammar and syntax. Practice in spoken Persian. Introduction to classical and modern prose and poetry.

Turkish  
Elementary Turkish I, II  
V77.0501,0502 Erol. Offered every year. 4 points per term. Introduction to the written and spoken language of modern Turkey. All texts are in Latin characters and comprise both textual and audio material.

Intermediate Turkish I, II  
V77.0503,0504 Prerequisite: V77.0502 or equivalent. Erol. Offered every year. 4 points per term. Materials from Turkish newspapers, magazines, literature, and radio provide the basis for reading comprehension and conversational ability in modern Turkish.

Hindi  
Elementary Hindi I, II  
V77.0405,0406 Iliesa. Offered every year. 4 points per term. As a part of a two-year curriculum, prepares the student for a high level of proficiency in Hindi. Through a variety of class, small-group, and paired activities, as well as language and computer lab sessions, students are expected to develop reading, speaking, listening, and writing skills. The instructor also takes into consideration individual needs.

Intermediate Hindi I, II  
V77.0407,0408 Iliesa. Offered every year. 4 points per term. Designed to further develop fluency in oral and written communication. In addition to the class, small-group activities, and language and computer lab sessions, students are given an individual assignment to work with native speakers from the community and report on their findings. The reading assignments are designed to broaden understanding of content used for oral presentations.

Advanced Hindi I, II  
V77.0409,0410 Iliesa. Offered every year. 4 points. Offers an overview of Indian culture via original texts and is designed to improve students’ advanced-level reading, as well as their written and oral discourse in Hindi. Emphasis is placed on the development of linguistic skills required for a close reading and in-depth analysis of complex texts. Introduction is learner-centered, and students have a choice in the selection of the texts and topics for their presentations. Taught seminar-style, the course combines classroom discussions, oral reports, and occasional background lectures. Students should have completed the two-year sequence of Hindi or have an equivalent background.

Urdu  
Elementary Urdu I, II  
V77.0301,0302 Offered every year. 4 points. Introduces students to the basics of Urdu alphabet, grammar, and sentence structure. All four skills are emphasized—writing and reading, as well as speaking and listening. Tailored to address students’ interests not only in the language but also in the culture in which it is rooted.

Intermediate Urdu I, II  
V77.0303,0304 Prerequisite: V77.0302 or equivalent. Offered every year. 4 points per term. Continues where Elementary Urdu leaves off. Students are introduced to literary texts. Along with specific language tasks, criticism and analysis now form part of the curriculum. Dictation, memorizing poetry, comprehension, and engaging in longer sessions of conversation form an important part of this course. By the end of this course, students should have achieved some fluency in reading literary texts, writing short essays, and carrying on a conversation.

History Courses  
Topics in Ottoman History  
V77.0518 Karatas. 4 points.

The History of Ancient Egypt, 3200-50 B.C.E.  
V77.0611 Identical to V57.0306. Godet. Offered every year. 4 points. Political and intellectual history of ancient Egypt, introducing the student to a variety of religious and secular texts and showing how Egyptologists have drawn on biographical texts, royal inscriptions, literary papyri, and archaeological remains to re-create Egyptian history.

A Cultural History of Ancient Egypt  
V77.0614 Identical to V77.0303. Godet. Offered every other year. 4 points. Survey of the literary, religious, and material culture of ancient Egypt. Each class examines the ancient Egyptian intellectual
world as shown by a major monument (for example, the Great Pyramid), along with its cultural background. Daily life, as well as the visual and symbolic aspects of the civilization, are illustrated with slides and charts. The reading emphasizes historical, literary, and religious texts in translation.

Jews in the Islamic World in the Modern Period
V77.0615 Identical to V78.0114. 4 points.
See description under Hebrew and Judaic Studies (78).

Topics in Islamic History
V77.0616 4 points.

The Making of the Muslim Middle East
V77.0640 4 points.

Art in the Islamic World I: From the Mongols to Modernism
V77.0652 Identical to V43.0341. Offerevery 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 15th 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 II: From the Mongols to Modernism
V77.0653 Identical to V43.0340. 4 points.
Provides an outline of Islamic material in its early and classical periods, from 650 to 1200. The period saw the initial formation of an Arab empire stretching from the Atlantic Ocean to the Indian Ocean, a decline in centralized authority, and the rise to political prominence of various North African, Iranian, and Central Asian dynasties from the 10th century onward. These political developments are reflected in the increasingly heterogeneous nature of Islamic material culture over this time span.

The Ottoman Empire and the World Around It, 1300-1700
V77.0680 4 points.

Topics in Middle Eastern History
V77.0688 Identical to V57.0550. Offered every year. 4 points.
Focuses on a particular aspect of Islamic, Ottoman, or modern Middle Eastern history, with an emphasis on historiographical and comparative issues. Intended primarily for advanced undergraduates in Middle Eastern studies and in history, but other students may register with permission of the instructor.

The Emergence of the Modern Middle East
V77.0690 Identical to V57.0531. Lockman. Offered every year. 4 points.
Surveys the main political, social, economic, and intellectual currents of the 20th century. Emphasis on historical background and development of current problems in the region. Topics include imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

Islam and the West
V77.0694 Identical to V57.0520, V65.0694. Offered every other year. 4 points.
Examines the evolution of diplomatic, trade, and cultural contacts between Islam and the West. Particular attention is paid to the complex relationship that developed between these two civilizations and their historical impact on each other.

Zionism and the State of Israel
V77.0696 Identical to V78.0180. Engel. Offered every other year. 4 points.
See description under Hebrew and Judaic Studies (78).

Palestine, Zionism, Israel
V77.0697 Identical to V57.0532. Lockman. Offered every other year. 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
V77.0698 Identical to V78.0780. Landres. Offered every other year. 4 points.
See description under Hebrew and Judaic Studies (78).

Tolerance and Intolerance in Islamic History
V77.0779 Offered every other year. 4 points.
In the light of contemporary conflicts, investigates the history of Islamic attitudes toward the “Other,” in both theory and practice. Topics include the treatment of non-Muslim minorities in Islamic states; norms for Muslims in non-Muslim states; sectarian (especially Sunni/Shi‘i) divisions within Islamic societies; intra-Islamic theological and legal controversies; relations between religion and government; and freedom and control of expression and behavior. The primary focus is on the evolution of attitudes in medieval and early modern times, but with a view to understanding the roots of modern controversies.

Gender and Sexuality in Medieval Islamic Societies
V77.0787 Rowson. Offered every other year. 4 points.
Evaluates the role of culture—whether Middle Eastern or Western—in shaping fundamental sexual attitudes. Attempts to get beyond 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 erot-
ica, supplemented by secondary studies.

**Iran Past and Present**  
*V77.0796 Chelkowski. Offered every year. 4 points.*  
Ancient Iranian culture and its influence on the Near East. The impact of the Arab-Islamic conquest, the Islamization of Iran, and the Iranian role in the development of Islamic civilization. The rebirth of Iranian self-consciousness and the establishment of Shiism as the state religion under the Safavids. Traditional Iranian culture in conflict with the West. Modern Iran from the 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 requirement for these courses.

**Topics in 20th-Century Literature**  
*V77.0190 4 points.*

**Muslim Spain: Literature and Society**  
*V77.0706 4 points.*

**Masterpieces of Arabic Literature in Translation**  
*V77.0710 Identical to V65.0710. Kennedy. Offered every year. 4 points.*  
Survey of the masterpieces of Arabic, Persian, and Turkish literature from pre-Islamic times to the present. Selected texts in translation from the major genres, both in prose and poetry, are studied as works of art in themselves and as a reflection of the societies that produced them.

**Literature and Society in the Arab World**  
*V77.0711 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**  
*V77.0714 Identical to V29.0714, V18.0731, H72.0714. Offered every other year. 4 points.*  
Women are central figures in the political upheavals of the modern Middle East; their images have had a remarkable hold on national and international imaginations. Investigates the representations of women and war in Arabic literature and film through such topics as the gendering of war; the gender politics of national symbolism and liberation; the politics and aesthetics of documentary film; revolutionary erotic and anti-erotic; and combat and collaboration.

**The Arabian Nights**  
*V77.0716 Identical to V65.0714. Kennedy. Offered every year. 4 points.*  
The Arabian Nights have been an essential and dynamic literary meeting point between Arabic/Islamic literature and the Western canon. This course examines both sides of this cultural dichotomy. Literary analysis of the tales includes close reading of the structure of the original as well as modern variations by authors such as Poe and Rushdie.

**Modern South Asian Literature**  
*V77.0717 Identical to V29.0717. Iliev. Offered every year. 4 points.*  
Addresses the rich literary product of modern and contemporary South Asia. Offers more advanced undergraduates a window on a rich and culturally varied area of the world, as well as an understanding of aspects of South Asian history and society as represented in translations of modern prose writing (short stories and novels) originally written in South Asian languages.

**Introduction to Ancient Indian Literature**  
*V77.0718 Iliev. Offered every year. 4 points.*  
An introductory course designed to acquaint students with the great works of the ancient Indian literary tradition, a major part of which was written in Sanskrit. The earliest form of that language, called Vedic Sanskrit, is the language of the Vedic hymns, especially those of the Rig Veda. Sanskrit has had an unbroken literary tradition for over 3,000 years. This rich and vast literary, religious, and philosophical heritage is introduced in this course. In addition, students work with excerpts from the Jain and Buddhist canons written in Prakrits and examples of Tamil poetry. Selections from the Vedic literature, classical drama, epics, story literature, and lyric poetry are studied in English translation.

**Topics in Arabic Literature**  
*V77.0720 Identical to V65.0720. Kennedy. Offered every year. 4 points.*  
An introduction to the main stylistic features of classical Arabic for students who have completed two semesters of Arabic. Students gain a flavor of an older, yet essential, register of Arabic through the most important texts of the Islamic tradition. These texts constitute the core of Islam to the present: the Qur'an and the Hadith (Sayings of the Prophet Muhammad). The syllabus also includes samples from the Tafsir tradition (Koranic hermeneutics), Sufi/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**  
*V77.0757 Identical to V29.0757. Hadim. 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 exclusive, 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-seek-
ing 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
V77.0798 Halim. 4 points.

Readings in Contemporary Literary Theory
V77.0845 4 points.

RELIGION COURSES

Religion and Politics in the Muslim World
V77.0674 4 points.

History of Judaism: Emergence of Classical Judaism
V77.0680 4 points.

What Is Islam?
V77.0691 Identical to V57.0083, V90.0083. Offered every year. 4 points.

An introductory course dealing with the life of the Prophet Muhammad and the origins of Islam; the beliefs and practices of the Islamic community; differences between Sunni and Shi'ite Islam; Sufism; the spiritual, intellectual, and artistic life of the Islamic commonwealth; and modern Islamic revival.

Introduction to Ancient Egyptian Religion
V77.0719 Identical to V90.0719. Goelot. Offered every year. 4 points.

Examines the religious beliefs of the ancient Egyptians, including the nature of the gods, syncretism, private religion, theories of divine kingship, the judgment of the dead, cultic practices, the life of priests, the relationship between this world and the afterlife, wisdom literature as moral thought, festivals, funerary practices, creation myths, and foreign gods and influences—all illustrated by Egyptian religious texts or scenes from temples and tombs.

Women and Gender in Islam
V77.0728 Katz. Offered every year. 4 points.

Examines the rights, roles, and physical appearance of Muslim women. Investigates the complexity of the messages and models relating to gender in one of the world's most influential religious traditions. Beginning with the rise of Islam, observes how foundational texts and personalities are interpreted and reinterpreted for changing times.

Seminar: Islamic Law and Society
V77.0780 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
V77.0781 Katz. Offered every other year. 4 points.

An introduction to the content, themes, and style of the Qur'an. Surveys the diversity of interpretive approaches to the text (legal, mystical, sectarian, literary, and politically engaged) in the medieval and modern periods.

Topics in Islamic Studies
V77.0782.001 Offered every year. 4 points.

Examines a particular aspect of premodern Islamic religious, intellectual, or institutional history, with the specific topic varying from year to year. Intended primarily for advanced undergraduates in Middle Eastern and Islamic studies, but other students may register with permission of the instructor.

Seminar: Women and Islamic Law
V77.0783 Identical to V18.0735, V65.0783. 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
V77.0790 Identical to V90.0790. Offered every other year. 4 points.

Introduction to the ancient Near East. Places the civilizations of Mesopotamia, Egypt, and Anatolia in their historical framework and discusses their institutions.

Judaism, Christianity, and Islam
V77.0800 Identical to V55.0023, V78.0160, V90.0102. Peters. Offered every year. 4 points.

Comparative study of the three great monotheistic religious traditions: how each understood its origin and evolution, and their similarities and differences in matters of scripture, worship, authority, community, theology, and mysticism.

Modern Perspectives on the Bible
V77.0809 4 points.

Islamic Ethics
V77.0842 4 points.

The Sufis: Mystics of Islam
V77.0863 Identical to V65.0863, V90.0863. Chelkowski. Offered every year. 4 points.

Readings of the Sufi poets in translation and reflections on their influence in Persian literature and the European tradition. Sufism as one of the primary manifestations of the Islamic spirit in Iran. The effect of Sufism (the hidden path that leads from the individual to God) on the shape of Islam, on the spirit of Persian literature and art, and on Western religious sensibilities.

SOCIAL SCIENCE COURSES

Cinema, Politics, and Society in the Middle East
V77.0678 4 points.
Politics of the Middle East
V77.0750  Identical to V53.0540.
4 points.
See description under Politics (53).

Topics in Middle East Politics
V77.0751  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
V77.0752  Identical to V53.0760.
Mitchell. 4 points.
See description under Politics (53).

Politics and Society in Iran
V77.0797  Identical to V53.0545.
4 points.
See description under Politics (53).

INDEPENDENT STUDY

Internship
V77.0980,0981  Prerequisite: permission and placement for departmental majors from the director of undergraduate studies. 2 or 4 points.

Independent Study
V77.0997,0998  Prerequisite: permission of the instructor. 1 to 4 points per term.

GRADUATE COURSES OPEN TO UNDERGRADUATES
The Middle Eastern studies courses offered in the Graduate School of Arts and Science are open to qualified undergraduates. Permission of the instructor and the director of undergraduate studies is required. For further information, please consult the Graduate School of Arts and Science Bulletin.
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. Two cutting-edge technology labs provide digital resources for composition and research. 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.

Faculty

Professors Emeriti:
Bailey, Burrows, Chusid, Fennelly, Roesner

Collegiate Professor; Carrol and Milton Petrie Professor of Music:
Beckerman

Professors:
Boorman, Cusick, Karchin

Associate Professors:
Hoffman, Mahon, Samuels

Assistant Professors:
Daughtry, Stanyek

Global Distinguished Professor:
Mooney

Clinical Associate Professor:
Mueller

Adjunct Faculty:
Panofsky

Affiliated Associate:
Kapchan (Tisch, Performance Studies)

Program

MAJOR AND MINOR IN MUSIC
The breadth and depth of knowledge offered by the major provides an excellent foundation for academic, creative, and performance work, offering a solid set of applied critical and listening abilities demanded of musicians and listeners today. The major is equally ideal for students seeking careers requiring a solid liberal arts background and strong analytical and critical skills, and for students interested in the humanities but for whom sonic culture is a central element. The music major cultivates the ability to interpret and analyze music as both text and performance. As such, the major program of studies and our faculty’s specializations offer superb foundations for further advanced studies in music and disciplines such as American studies, anthropology, comparative literature, 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 10 courses (40 points) is required for the music major:

- Harmony and Counterpoint I-IV (V71.0201-0204)
- Two courses from History of European Music (V71.0101-0104)
- Four courses numbered above V71.0100 (except V71.0505-0508), one of which must be in the area of ethnomusicology

Harmony and Counterpoint courses must be taken serially. A diagnostic exam to determine placement in Harmony and Counterpoint is available each semester. All departmental courses must be passed with a grade of C or better to count toward the major.

MINOR
A total of four courses (16 points) is required for the music minor:

- One course from among The Elements of Music (V71.0020) or Harmony and Counterpoint I-IV (V71.0201-0204)
- One course in music history (V71.0004, V71.0006, V71.0101-0104)
- One course in ethnomusicology or anthropology of music (V71.0151, V71.0153, V71.0154, V71.0155, V71.0182)
- One additional course numbered above the V71.0100 level

A diagnostic exam to determine placement in Harmony and Counterpoint is available. Please note: only 4 points of performance course work (ensembles and/or lessons) can count toward the major or minor.

DOUBLE MAJORS
Double majors are available through the Department of Music. Please see the department’s Web site 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 Web site.

HONORS, SCHOLARSHIPS, AND PRIZES
Highly motivated students may take part in the department’s honors program, which culminates during the senior year with an independent study supervised by a faculty member. Seniors wishing to graduate with honors must complete two honors-level courses (8 points), at least one of which must be an Honors Seminar (V71.0901). The second course may be either an additional honors seminar or an independent study, approved by the director of undergraduate studies. Students must also complete a capstone project in musicology or music history, ethnomusicology, analysis, or composition. This might take the form of an analytical or historiographic study of a major work or group of works, the writing of a musical composition of substantial dimensions, or a biographical study of a composer, all under the guidance of a faculty member. Finally, students must maintain a GPA of 3.65 in music courses and 3.65 overall.

For general requirements, see the Honors and Awards section of this bulletin. On the recommendation of the department, the student is entitled to an honors citation at graduation. A student wishing to enroll should apply to the director of undergraduate studies.

The three following prizes are awarded every year to students in the department: the Elaine R. Brody Prize, awarded to an outstanding music major in the junior class; the Hanna van Vollenhollen Memorial Prize in Music, presented to an accomplished music major in the senior class; and the Isidore and Helen Sacks Memorial Prize, awarded to an outstanding music major or minor who performs a recital sponsored by the department. Majors will be given first consideration in years where more than one recital is presented. The department may choose not to award the Sacks prize in a given year. In addition, two dedicated Dean’s Undergraduate Research Funds for music students have been generously endowed: the Murray Hidary Scholarship Fund in Music and the Julia C. Schieffelin Scholarship Fund.

Awards from these funds are made on a competitive basis and may be used for travel, recording projects, research costs, performance fees, and other expenses incurred in the pursuit of music research, composition, and performance.

PERFORMANCE
Students pursuing a major or minor in music, and indeed all students in the College of Arts and Science, are encouraged to participate in musical performance, lessons, and ensembles. We believe that the joys of making music, the dedication and study necessary to perform music, and the collective effort required of ensemble participants constitute an inimitable experience that should have a central place in a liberal arts education. Students can participate in the Collegium Musicum early music ensemble, the NYU Orchestra, and many of the lesson programs and ensembles associated with the Steinhardt School of Culture, Education, and Human Development’s Department of Music and Performing Arts Professions. Students are also urged to attend concerts of the Washington Square Contemporary Music Society.

In addition to participation in the various performance ensembles, the department encourages students to partake vigorously of the cultural life of New York City. Our students are entitled to discounted tickets to the Metropolitan Opera, the New York Philharmonic, 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**  
V71.0003  Additional conference section required. Offered every semester.  
4 points.  
The art of listening to music.  
Students acquire a basic vocabulary of musical terms, concepts, and listening skills in order to describe their responses to musical experiences. Considers the structure and style of influential works in the Western art music repertoire, popular music, or musical cultures, within the wider social and political context in which it emerges.

**Music in Society**  
V71.0004  4 points.  
How music contributes to our lives, the variety of roles it plays, and the ways it plays them. These roles are illustrated in a worldwide repertory of compositions. Representative topics include music in ritual, music in the theatre, music for dancing, music in the concert hall, background music, and music expressive of group identity. Opens with a brief introduction to the elements of music.

**Popular Music in the United States**  
V71.0016  4 points.  
Topics may include jazz, rock and roll, Latino music, and black music.

**The Elements of Music**  
V71.0020  Additional conference section required. Offered every semester.  
4 points.  
Explores the underlying principles and inner workings of the tonal system, a system that has guided all of Western music from the years 1600 to 1900. It includes a discussion of historical background and evolution. Focuses on concepts and notation of key, scale, tonality, and rhythm. Related skills in 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 form an in-depth survey of the music of the European tradition from the Middle Ages to the present. They emphasize the development of musical style, the relationship of music to other intellectual activities, and music’s functions in society. Students are encouraged to attend concerts of the musical repertory discussed in class and to perform it themselves. Assigned works are available in the Avery Fisher Center for Music and Media in the Elmer Holmes Bobst Library. Any term of this sequence may be taken alone for credit.

**Medieval and Renaissance Music**  
V71.0101  Prerequisite: ability to read music. Offered once a year.  
4 points.  
Topics include the music of the medieval church; the codification and extension of the plainsong repertory and the emergence and development of polyphony; music of the medieval court (troubadours, trouvères, and minnesingers); the ascendency of secular polyphony in the 14th century and the subsequent Renaissance balance between sacred and secular; mass and motet, chanson and madrigal; and the beginnings of an autonomous repertory for instruments in the 16th century.

**Baroque and Classical Music**  
V71.0102  Prerequisite: ability to read music. Offered once a year.  
4 points.  
Topics include the works of Monteverdi, Vivaldi, J. S. Bach, Handel, Haydn, Mozart, and Beethoven; the ascendency of the secular over the sacred resumed and maintained; a new harmonic basis for musical structure: the basso continuo; the theatricalization of music in opera, oratorio, and the cantata; the expansion of the span of time music can sustain and, in the instrumental forms of sonata and concerto, a new musical independence from nonmusical ideas; the concert as music’s own occasion; musical autonomy in the symphonies and quartets of the Viennese classicists.

**Romantic Music**  
V71.0103  Prerequisite: ability to read music. Offered once a year.  
4 points.  
The works of major composers from Beethoven to the present day. Topics include the effect of romanticism on musical forms (symphony, sonata, lied, opera), as well as the central importance of Wagner’s musical idea.

**20th-Century Music**  
V71.0104  Prerequisite: ability to read music. Offered once a year.  
4 points.  
Major revolutions of the early 20th century (Debussy, Schoenberg, Stravinsky, Bartók) and later serialism (Webern, Boulez, Babbitt, Stockhausen). Discussion of Cage, minimalism, and other recent developments.

**TOPICS IN THE HISTORY OF MUSIC AND IN ETHNOMUSICOLOGY**

Students intending to register for any of the following must be able to read music and are required to consult with the director of undergraduate studies or the instructor.

**Topics in 20th-Century Music**  
V71.0111  Ability to read music suggested. 4 points.  
In-depth study of musical practices emerging throughout the 20th century, with an emphasis on mass-mediated music and the impact on the constitution of new social fields. Topics vary.

**Exploring the World’s Music Traditions**  
V71.0131  Ability to read music suggested. 4 points.  
A concentrated study of musics and cultures from around the world. Topics vary.

**The Anthropology of Music**  
V71.0153  Ability to read music suggested. 4 points.  
A study of the anthropology of music with a focus on the politics and ethics of ethnographic
method. Readings include major texts from disciplines of ethnomusicology and cultural anthropology.

Brazilian Music and Globalization
V71.0155 Ability to read music suggested. 4 points.
A study of Brazil’s social and political history through its music and dance traditions, emphasizing questions of identity and performance in the international and transitional geographies of globalization.

Introduction to Celtic Music
V71.0182 Identical to V58.0152. Moloney. Offered every fall. 4 points.
Provides a comprehensive introduction to the traditional and contemporary music of the Celtic areas of Western Europe: Ireland, Scotland, Wales, Brittany, and Galicia. Recordings and live performances present the extraordinary range of singing styles and the musical instruments employed in each culture, including harps, bagpipes, and a variety of other wind, free reed, keyboard, and stringed instruments. Forms and musical styles are explored in depth, along with a study of their origin, evolution, and cultural links.

COMPOSITION AND THEORY

Harmony and Counterpoint I, II
V71.0201,0202 Prerequisite: ability to read music and background in basic concepts of music theory. Additional conference section required. Hoffman, Karchin. 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
V71.0203,0204 Prerequisite: V71.0201,0202 or permission of the instructor. Additional conference section required. Hoffman, Karchin. Offered every year. 4 points per term.
The continuation of V71.0201,0202 covers chromatic extensions of tonality, intensive analysis of representative works from the tonal literature, and more advanced contrapuntal practices of the 18th and 19th centuries. V71.0204 also includes an introduction to 20th-century music theory and popular music.

Principles of Composition
V71.0209 Prerequisite: at least three semesters of Harmony and Counterpoint or permission of the instructor. 4 points.
Explores various compositional techniques, with an emphasis on modern-day writing procedures. Students write music regularly and receive suggestions from the instructor intended to foster the development of their individual compositional voices. Students also study specific musical scores corresponding to their areas of interest.

Topics in Musical Analysis
V71.0307,0308 Prerequisite: two years of Harmony and Counterpoint or permission of the instructor. Hoffman, Karchin. 4 points.
Explores various compositional techniques, with an emphasis on modern-day writing procedures. Students write music regularly and receive suggestions from the instructor intended to foster the development of their individual compositional voices. Students also study specific musical scores corresponding to their areas of interest.

INDEPENDENT STUDIES

Honors Seminar
V71.0901 Open only to music majors, minors, and others wishing to receive honors in music. Permission of the director of undergraduate studies required. Offered once a year. 4 points. Topics vary.

Internship
V71.0981 Available every semester. 2 or 4 points per term.
Music majors and minors are eligible to participate in an internship, worth 2 or 4 points. For details on internship guidelines, please consult the department’s Web site.

Independent Study
V71.0997,0998 Open only to music majors in the junior or senior years or others, with permission. Prerequisite: written approval of the director of undergraduate studies. Available every semester. 2 or 4 points per term.
Please consult the department’s Web site for guidelines for independent study proposals.

PERFORMING ENSEMBLES

Students may audition for the Collegium Musicum (G71.1001,1002) or the Ethnomusicology Ensembles (G71.1003,1004) and enroll for 2 points of credit per semester. May be repeated with permission of the director of undergraduate studies. These courses are given every year.

Orchestra I, II
V71.0505,0506 May be repeated. Offered every year. 2 points per term.
Open to all performers on orchestral instruments, after audition. The presentation of two public concerts: sectional rehearsals under professional guidance.

Orchestra III, IV
V71.0507,0508 Prerequisite: V71.0505,0506. May be repeated. Offered every year. 2 points per term.
Continuation of V71.0505,0506.

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**

Silver Professor; Professor of Neural Science and Psychology: Movshon

Henry and Lucy Moses Professor of Science and University Professor; Professor of Neural Science and Psychology: LeDoux

Natalie Clews Spencer Professor of the Sciences; Professor of Neural Science, Biology, and Psychology: Shapley

Collegiate Professor; Professor of Neural Science and Psychology: Kiorpes

Professors: Aoki, Heeger, Klann, Rinzel, Sanes, Simoncelli

Associate Professors: Glimcher, Reyes, Rubin, Semple, Suzuki

Assistant Professors: Carrer, Daw, Pesaran

Research Professor: Hawken

Global Distinguished Professor: Dudai

**Program**

The requirements for the major include V80.0100, V80.0210 (previously V80.0201), V80.0222 (previously V80.0202), V85.0012, V89.0010, V23.0011, V23.0012, V23.0021, V25.0125, V25.0126, and V63.0121. Three elective courses in neural science (could include V80.0505) and one upper-level course in either psychology or biology are also required. Students should see the director of undergraduate studies for approval of elective choices. Prehealth students must take, in addition, V85.0011, V25.0225, and V25.0226. A grade of C or better in Introduction to Neural Science is required for entrance into the major; a grade of C or better must be achieved in all other courses required for the major. The following courses are recommended: V25.0225, and V25.0226.

**HONORS PROGRAM**

To graduate with honors in neural science, students must achieve a GPA of 3.65 or better for courses required for the major and 3.65 for all other courses taken for credit. Students must complete at least one semester of V80.0301 with a faculty member affiliated with the Center for Neural Science.

Admittance to the lab courses associated with V80.0210 and V80.0220 is assured and required only for students in the honors track. They are also required to present a paper at the Undergraduate Research Conference and to submit an honors thesis that is accepted for honors standing by the faculty sponsor and the director of undergraduate studies.
Introduction to Neural Science
V80.0100  Identical to V23.0100. 
Introductory lecture course covering the fundamental principles of neuroscience. Topics include principles of brain organization, structure and ultrastructure of neurons, neurobiology and biophysics of excitable cells, synaptic transmission, neurotransmitter systems and neurochemistry, neuropharmacology, neuroendocrine relations, molecular biology of neurons, development and plasticity of the brain, aging and diseases of the nervous system, organization of sensory and motor systems, structure and function of the cerebral cortex, and modeling of neural systems.

Cellular and Molecular Neuroscience
V80.0210  Identical to V23.0210. 
Prerequisites: V23.0021, V80.0100, and V85.0012. Lab required for non-neural science majors in the honors track. Klaun, Reyes. Offered in the fall. 4 or 6 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 in V80.0210.
Note: To be in the honors track, neural science majors must register for both the lecture and the laboratory (6 points), but these need not be taken synchronously; nonmajors and non-honors-track students may register for the lab section, with permission of the instructor (2 points). A grade of B or better in V80.0100 is required for entrance to the laboratory section.

Behavioral and Integrative Neuroscience
V80.0202  Identical to V23.0220. 
Prerequisites: V23.0011, V23.0012, and V80.0100 (non-neural science majors may substitute V55.0306 as a prerequisite for this course, but require permission of the instructor). Lab required for neural science majors in the honors track. Pesaran, Rubin. Offered in the spring. 4 or 6 points.
Lecture and laboratory course that focuses on how the brain uses both sensory and stored information to generate behavior. Lectures and laboratories cover four main areas: sensory process, learning and memory, motivational and attentional mechanisms, and the motor system. Laboratories employ a range of electrophysiological techniques, lesions and pharmacological manipulations, and various behavioral techniques to examine the integrative processes by which the brain governs behavior. Note: Neural science majors on the honors track must register for both the lecture and the laboratory (6 points), but the two need not be taken synchronously; nonmajors and non-honors-track neural science majors may register for the lab, but a grade of B or better in V80.0100 and permission of the instructor are required for entrance. Registration is controlled for all students and requires approved access by the DUGS and departmental authorization for enrollment.

Development and Dysfunction of the Nervous System
V80.0305  Prerequisites: V80.0100 and V23.0021. Sanes. Offered in the fall. 4 points.
Explores how the nervous system develops in normal animals, and how genetic and epigenetic factors can disrupt these processes. Lectures on normal developmental mechanisms are interleaved with those on disorders to provide a solid foundation for our discussions of abnormal events during maturation. The lectures on normal development cover a broad range of topics, including differentiation, axon outgrowth, synapse formation, specificity of connections, and plasticity. The lectures on dysfunction include autism, dyslexia, mental retardation, specific language impairment, hearing loss, blindness, ADHD, demyelinating or neurodegenerative disorders, and axon regeneration. The major goals of the course are to understand the extent to which current theories can explain the etiology of each disorder and to learn how basic research can best facilitate advances in our knowledge and, ultimately, lead to treatments or cures.

Honors Seminar
V80.0301  Formerly Tutorial Research. Prerequisites: V80.0210, V80.0220, or permission of the director of undergraduate studies. Semple. Offered in the fall and spring. 4 points.
Provides supervised research activities in laboratories connected with the Center for Neural Science. Undergraduates are matched with a graduate student or faculty member working in an area of interest to the student. Students gain experience in many aspects of research and attend regular meetings to discuss recent advances in neuroscience and research-related issues.

Special Topics in Neural Science
V80.0302  Prerequisites: V80.0210, V80.0220, 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 processing in neural networks, molecular mechanisms of memory, motor function, vision, and whether exercise can change the brain.

Independent Study
V80.0997,0998  Offered in the fall and spring. 2 to 4 points per term. Independent study with a Center for Neural Science faculty member. Open to advanced neural science majors with permission of the director of undergraduate studies.
Philosophy poses general questions about reality, knowledge, reasoning, language, and conduct. The four main branches are metaphysics (What is the ultimate nature of reality? What really exists and what is mere appearance?), epistemology (What, if anything, can be known and how?), logic (What are the principles of correct reasoning?), and ethics (What is moral value? And what moral values should we adopt?). Other, more specific branches of philosophy address questions concerning the nature of art, law, medicine, politics, religion, and the sciences.

Everyone tends to have or assume answers to these questions. The aim of the department is to enable students to identify, clarify, and assess these answers, both ancient and modern. Philosophy prepares students for a more reflective life, for advanced studies in the subject, as well as for professions that emphasize analytic thinking and argumentation, such as law, business, and programming.

Program

MAJOR
A major in philosophy requires ten 4-point courses in the department, with numbers higher than V83.0009. (The courses listed as nonmajor introductory courses do not count.) These 10 courses must include the following:

- Logic (V83.0070)
- History of Ancient Philosophy (V83.0020)
- History of Modern Philosophy (V83.0021)
- Ethics (V83.0040), Nature of Values (V83.0041), or Political Philosophy (V83.0045)
- Belief, Truth, and Knowledge (V83.0076) or Metaphysics (V83.0078)
- Minds and Machines (V83.0015), Philosophy of Mind (V83.0080), or Philosophy of Language (V83.0085)
- Topics in the History of Philosophy (V83.0101), Topics in Ethics and Political Philosophy (V83.0102), Topics in Metaphysics and Epistemology (V83.0103), or Topics in Language and Mind (V83.0104)
Of the three honors courses (see below), only the first two—the Junior Honors Proseminar and the Senior Honors Seminar—may be counted toward the 10 courses required. No credit toward the major is awarded for a course with a grade lower than C.

Students considering a major in philosophy are advised to skip over the nonmajor introductory courses and to begin with one of the intensive introductory courses or with one of the following: History of Ancient Philosophy (V83.0020), History of Modern Philosophy (V83.0021), Ethics (V83.0040), or Belief, Truth, and Knowledge (V83.0076). Logic (V83.0070) should be taken as soon as possible.

JOINT MAJOR IN LANGUAGE AND MIND

This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics, Philosophy, and Psychology. Ten courses are required (four in linguistics, one in philosophy, four in psychology, and one additional course). The linguistics component consists of these four courses:

1. Language and Mind (V61.0028)
2. Two more courses, chosen from the following:
   • Introduction to Semantics (V61.0004)
   • Phonological Analysis (V61.0012)
   • Grammatical Analysis (V61.0013)
3. One course, chosen from the following:
   • Introduction to Semantics (V61.0004)
   • Psycholinguistics (V61.0005)
   • Sound and Language (V61.0011)
   • Computational Principles of Sentence Construction (V61.0024)
4. Form, Meaning, and the Mind (V61.0031)
   • Propositional Attitudes (V61.0035)
   • Neural Bases of Language (V61.0043 or V89.0300)
   • Linguistics as Cognitive Science (V61.0048)
   • Learning to Speak (V61.0054)
   • Introduction to Morphology at an Advanced Level (V61.0055)

The philosophy component consists of one of the following three courses: Minds and Machines (V83.0015), Philosophy of Language (V83.0085), or Logic (V83.0070).

The required psychology component consists of four courses:

1. Statistics for the Behavioral Sciences (V89.0010)
2. Cognition (V89.0029)
3. One course chosen from The Psychology of Language (V89.0056), Neural Bases of Language (V89.0300), and Speech: A Window into the Developing Mind (V89.0300)
4. One course chosen from Introduction to Cognitive Neuroscience (V89.0025), Perception (V89.0022), Laboratory in Perception (V89.0044), Laboratory in Human Cognition (V89.0046), The Psychology of Language (V89.0056), or Neural Bases of Language (V89.0300)

The tenth course will be one of the above-listed courses that has not already been chosen to satisfy the departmental components. Joint majors should consult with the respective directors of undergraduate studies of the departments involved.

MINOR

A minor in philosophy requires four 4-point courses in the department, at least three with numbers higher than V83.0009. One course must be either History of Ancient Philosophy (V83.0020) or History of Modern Philosophy (V83.0021); one course each must come from Group 2 (Ethics, Value, and Society) and Group 3 (Metaphysics, Epistemology, Mind, Language, and Logic). No credit toward the minor is awarded for a course with a grade lower than C.

INDEPENDENT STUDY

A student may sign up for an independent study course if he or she obtains the consent of a faculty member who approves the study project and agrees to serve as adviser. The student must also obtain the approval of either the department chair or the director of undergraduate studies. The student may take no more than one such course in any given semester and no more than two such courses in total, unless granted special permission by either the department chair or the director of undergraduate studies.

HONORS PROGRAM

Honors in philosophy will be awarded to majors who (1) have an overall GPA of 3.65 and an average in philosophy courses of 3.65 and (2) successfully complete the honors program. This program consists of the following three courses. (Note: of these courses, only the first two may be counted toward the 10 courses required for the major.)

The Junior Honors Proseminar (V83.0200) should be taken in the spring semester of junior year. This course will play the dual roles of introducing students to core readings in some of the main areas of current philosophy and of giving them an intensive training in writing philosophy. Admission to this course usually requires a GPA, both overall and in philosophy courses, of at least 3.65, as well as the permission of the director of undergraduate studies. The department will try to make alternative arrangements for students who wish to participate in the honors program but who will be studying abroad in this semester of their junior year.

Next, the Senior Honors Seminar (V83.0201) should be taken in the fall semester of senior year. Here, students begin to develop their thesis projects, meeting weekly as a group under the direction of a faculty member 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 (V83.0202) should be taken in the spring semester of senior year. The seminar no longer meets, but each student continues to meet separately with his 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—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 are strongly advised to seek the permission of the instructor beforehand.

Courses

NONMAJOR
INTRODUCTORY COURSES

Introduction to Philosophy
V83.0001 Offered every year.
4 points.
The most basic questions about human life and its place in the universe. Topics may include free will, the relation of body and mind, and immortality; skepticism, self-knowledge, causality, and a priori knowledge; religious and secular ethical codes and theories; and intu- tion, rationality, and faith. Includes classic and current philosophers (for example, Plato, Descartes, Hume, Russell, and Sartre).

Ethics and Society
V83.0005 Offered every year.
4 points.
Examines grounds for moral judgement and action in various social contexts. Typical topics: public versus private good and duties; individualism and cooperation; inequalities and justice; utilitarianism and rights; regulation of sexual conduct, abortion, and family life; poverty and wealth; racism and sexism; and war and capital punishment.

INTENSIVE
INTRODUCTORY COURSES

Central Problems in Philosophy
V83.0010 Offered every year.
4 points.
An intensive introduction to central problems in philosophy. Topics may include free will, the existence of God, skepticism and knowledge, and the mind-body problem.

Minds and Machines
V83.0015 Offered every year.
4 points.
An intensive introduction to the discipline of philosophy, by way of study of conceptual issues in cognitive science, focusing on the conflict between computational and biological approaches to the mind. Topics covered include whether a machine could think, the reduction of the mind to the brain, connectionism and neural nets, mental representation, and whether consciousness can be explained materialistically.

Life and Death
V83.0017 Offered every year.
4 points.
An intensive introduction to the discipline of philosophy, by way of study of conceptual issues bearing on life and death. Topics may include the definition, worth, and meaning of human life; justifications for creating, preserving, and taking human and animal life; conceptions of, and attitudes toward, death and immortality; abortion, euthanasia, and quality of life.

GROUP 1: HISTORY OF PHILOSOPHY

History of Ancient Philosophy
V83.0020 Offered in the fall.
4 points.
Examination of the major figures and movements in Greek philosophy, especially Plato and Aristotle.

History of Modern Philosophy
V83.0021 Offered in the spring.
4 points.
Examination of the major figures and movements in philosophy in Europe from the 17th to the early 19th century, including some of the works of Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant.

Philosophy in the Middle Ages
V83.0025 Identical to V65.0060.
Prerequisite: one course in philosophy, preferably V83.0020. Offered every other year. 4 points.
Examines grounds for moral judgement and action in various social contexts. Typical topics: public versus private good and duties; individualism and cooperation; inequalities and justice; utilitarianism and rights; regulation of sexual conduct, abortion, and family life; poverty and wealth; racism and sexism; and war and capital punishment.

Kant
V83.0030 Prerequisite: one course in philosophy, preferably V83.0021. Offered every other year. 4 points.
Study of Kant’s metaphysics, epistemology, and ethics.

From Hegel to Nietzsche
V83.0032 Prerequisite: one course in philosophy. Offered every other year. 4 points.
Study of principal philosophic works by Hegel and Nietzsche, with some attention to some of the following: Fichte, Schelling, Kierkegaard, Schopenhauer, and Marx.

Existentialism and Phenomenology
V83.0036 Prerequisite: one course in philosophy. Offered every other year. 4 points.
Examines the characteristic method, positions, and themes of the existentialist and phenomenological movements and traces their development through study of such thinkers as Kierkegaard, Nietzsche, Husserl, Heidegger, Merleau-Ponty, and Sartre.

Recent Continental Philosophy
V83.0039 Prerequisite: one course in philosophy. Offered every other year. 4 points.
Surveys and evaluates the ideas of the major figures in continental philosophy in the latter part of the 20th century. Authors include (late) Heidegger, Gadamer, Habermas, Foucault, and Derrida.

Topics in the History of Philosophy
V83.0101 Prerequisites: two courses in philosophy, at least one in history of philosophy. Offered every year. 4 points.
Careful study of a few topics in the history of philosophy—either one philosopher’s treatment of several philosophical problems or several philosophers’ treatments of one or two closely related problems. Examples: selected topics in Aristotle, theories of causation in
early modern philosophy, and Kant’s reaction to Hume.

GROUP 2: ETHICS, VALUE, AND SOCIETY

Ethics
V83.0040 Offered every semester. 4 points.
Examines fundamental questions of moral philosophy: What are our most basic values, and which of them are specifically moral values? What are the ethical principles, if any, by which we should judge our actions, ourselves, and our lives?

The Nature of Values
V83.0041 Prerequisite: one course in philosophy. 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
V83.0042 Offered periodically. 4 points.
This course 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.

Political Philosophy
V83.0045 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
V83.0050 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).

Philosophy of Law
V83.0052 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
V83.0055 Offered every other year. 4 points.
Evaluation of the morality and rationality of typical female and male behavior and motivation, and of the social institutions relating the sexes. Critical examination of proposals for change. Topics include development of gender- and non-gender-typed personalities; heterosexuality and alternatives; marriage, adultery, and the family; concepts of sexism and misogyny; and political and economic philosophies of sex equality and inequality.

Aesthetics
V83.0060 Offered every other year. 4 points.
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
V83.0102 Prerequisites: two courses in philosophy, including one of the following: V83.0040, V83.0041, V83.0045, or V83.0052. Offered every year. 4 points.
Thorough study of certain concepts and issues in current theory and debate. Examples: moral and political rights, virtues and vices, equality, moral objectivity, the development of moral character, the variety of ethical obligations, and ethics and public policy.

GROUP 3: METAPHYSICS, EPISTEMOLOGY, MIND, LANGUAGE, AND LOGIC

Logic
V83.0070 Offered every semester. 4 points.
An introduction to the basic techniques of sentential and predicate logic. Students learn how to put arguments from ordinary language into symbols, how to construct derivations within a formal system, and how to ascertain validity using truth tables or models.

Advanced Logic
V83.0072 Prerequisite: V83.0070. Offered every other year. 4 points.
An introduction to the basic concepts, methods, and results of metalogic, i.e., the formal study of systems of reasoning.

Set Theory
V83.0073 Prerequisite: V83.0070. Offered every other year. 4 points.
An introduction to the basic concepts and results of set theory.

Modal Logic
V83.0074 Prerequisite: V83.0070. Offered every other year. 4 points.
Modal logic is the logic of necessity, possibility, and other such notions. In recent times, the framework of possible worlds has provided a valuable tool for investigating the formal properties of these notions. This course provides an introduction to the basic concepts, methods, and results of modal logic, with an emphasis on its application to such other fields as philosophy, linguistics, and computer science.

Belief, Truth, and Knowledge
V83.0076 Offered every year. 4 points.
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 common-place claims to know unanswerable? What is knowledge, and how does it differ from belief?

Metaphysics
V83.0078 Prerequisite: one course in philosophy. Offered every year. 4 points.
Discusses general questions concerning the nature of reality and
truth. What kind of things exist? Are there minds or material bodies? Is change illusory? Are human actions free or causally determined? What is a person, and what, if anything, makes someone one and the same person?

Philosophy of Mind
V83.0080 Prerequisite: one course in philosophy. Offered every year. 4 points. Examination of the relationship between the mind and the brain, of the nature of the mental, and of personal identity. Can consciousness be reconciled with a scientific view of the world?

Consciousness
V83.0081 Block. Offered every other year. 4 points. Examines conceptual and empirical issues about consciousness. Issues covered may include the explanatory gap, the hard and harder problems of consciousness, concepts of consciousness, phenomenal concepts, the mind-body problem and neural correlates of consciousness, higher-order thought theories of consciousness, the inverted spectrum, views of phenomenality as representation, and arguments for dualism.

Philosophy of Language
V83.0085 Prerequisite: one course in philosophy. Offered every year. 4 points. Examines various philosophical and psychological approaches to language and meaning and their consequences for traditional philosophical problems in metaphysics, epistemology, and ethics. Discusses primarily 20th-century authors, including Russell, Wittgenstein, and Quine.

Philosophy of Science
V83.0090 Prerequisite: one course in philosophy or natural sciences. Offered every year. 4 points. Examination of philosophical issues about the natural sciences. Central questions include the following: What is the nature of scientific explanation? How does science differ from pseudoscience? What is a scientific law? How do experiments work?

Philosophy of Biology
V83.0091 Prerequisite: one course in biology. Offered every other year. 4 points. Examines the philosophical or conceptual issues that arise in and about biology, including the proper role, if any, of teleology in biology; the analysis of biological functions; the structure of the theory of evolution by natural selection and the sense of its key concepts, such as fitness and adaptation; the unit of selection; essentialism and the nature of species.

Philosophical Applications of Cognitive Science
V83.0093 Prerequisite: at least one course in philosophy. 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 from both philosophy and cognitive science—that latter mostly in cognitive and developmental psychology, with linguistics, anthropology, and neuroscience making up the balance.

Philosophy of Religion
V83.0096 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
V83.0098 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
V83.0103 Prerequisite: two courses in philosophy, including either V83.0076 or V83.0078. 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.

Philosophy of Religion
V83.0094 4 points. Topics in Language and Mind
V83.0104 Prerequisite: two courses in philosophy, including V83.0015, V83.0080, or V83.0085. 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
V83.0200 Prerequisite: open to juniors with approval of the department. 4 points. A seminar taken in spring of junior year. Introduces students to core readings in some main areas of current philosophy and provides intensive training in writing philosophy papers. See the description of the honors program in the “Program” section.

Senior Honors Seminar
V83.0201 Prerequisite: successful completion of V83.0200 or special approval of the department. 4 points. A seminar taken in fall of senior year. Students begin developing their thesis projects by presentations in the seminar, which is led by a faculty member. Students also begin to meet individually with a separate faculty adviser. See the description of the honors program in the “Program” section.

Senior Honors Research
V83.0202 Prerequisite: successful completion of V83.0201. Note: this course may not be counted toward the 10 courses required for the major. 4 points. An independent study taken in spring of senior year. Students meet individually with a faculty adviser and produce successive drafts of the honors thesis. See the description of the honors program in the “Program” section.

Independent Study
V83.0301,0302 Prerequisite: permission of the department. Available only for study of subjects not covered in regularly offered courses. 2 or 4 points per term. See the description of independent study in the “Program” section.
Physics 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, exemplified by the laws 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 astronomical telescopes in space.

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 non-science majors, nontechnical courses are available that introduce some of the most important concepts of physics and their impact on the contemporary world.
The programs are simultaneously very deep and very broad. Course work includes both theoretical subjects and experimental activity in laboratories. The programs are designed to give students flexibility in years 3 and 4 to pursue interdisciplinary activities, spend time abroad, or delve into greater depth in a subject or into original research.

The department is a collegial place where faculty and students get to know one another well: there are regular formal and informal seminars, there is a thriving Society of Physics Students, and students and faculty often collaborate on original research problems. Many of the students participate in original research and coauthor scientific publications. For all of these reasons, and in addition to the rigor of the courses, students are extremely well prepared for a wide range of activities—not just in scientific research but also in professional and engineering pursuits—or any area where abstract thinking and quantitative modeling of real systems are necessary and rewarded.

Nonmajors: For nonscience majors, there are nontechnical courses that introduce some of the concepts and events that are most important to understanding physics and its impact on the contemporary world. For science majors outside of physics, there are technical courses that bring breadth or ideas about fundamental laws that underpin the other sciences. The department provides courses designed to meet the preprofessional goals of prehealth students and students in engineering disciplines.

Minors: Students who are interested in obtaining significant experience in the ideas of physics without committing to the major or without obtaining a comprehensive mathematical background can minor in physics or astronomy.

SUGGESTED PROGRAMS FOR MAJORS IN PHYSICS

B.A. Program

Bachelor of Arts in physics: The major in physics consists of the following courses:

Year 1: V63.0121, V63.0122, V85.0091, V85.0092, V85.0093, and V85.0094

Year 2: V63.0123, V85.0095, V85.0096, V85.0105, V85.0106, and V85.0107

Years 3 and 4: V85.0112, V85.0123, V85.0131, V85.0140, and two electives from among the advanced physics courses

Mathematics: The calculus requirement may be satisfied by taking Honors Calculus I, II (V63.0221,0222) or Calculus I, II, III (V63.0121-0123). Students who take the Honors Calculus sequence begin it in the fall semester of their freshman year. Students who complete Honors Calculus I, II are encouraged to take Linear Algebra (V65.0140) in the fall term of the second year. Variations may be constructed with the approval of the director of undergraduate studies. In addition, students are advised to take advanced mathematics courses 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.

B.S. Program

Bachelor of Science in physics: The B.S. degree involves breadth in the sciences in addition to the physics major. The B.S. degree in physics will be granted to students completing the following:

1. The required courses for the B.A. major, including one of the physics electives
2. Two courses in chemistry at or above the level of General Chemistry I, II (V25.0125,0126)
3. A course in biology at or above the level of Principles of Biology (V23.0011) or in chemistry above the level of General Chemistry II (V25.0126)

MINORS

Minor in physics: Provides the student with a general survey of the field, plus specialized study. Consists of four of the following courses, or three of the following courses plus one of the courses listed under the minor in astronomy: V85.0010, V85.0011, V85.0012, V85.0020, and all courses numbered above and including V85.0091 (except for pure laboratory courses).

Minor in astronomy: Provides a comprehensive introduction to astronomy, including modern concepts, historical ideas, and observational experience. Consists of four courses; V85.0007 is required, plus the three following courses (or two of the following and one of the courses listed under the minor in physics): V85.0008, V85.0013, and V85.0150.

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.
The following courses are lectures unless otherwise indicated.

**The Universe: Its Nature and History**

V85.0007  Offered every year. 4 points.

Qualitative introduction to our understanding of the nature and evolution of the universe. Topics include the creation of the cosmos; its explosive evolution, present structure, and ultimate fate; the nature of stars and galaxies; the structure and evolution of our Milky Way; the birth, life, and eventual death of the solar system; our place and role in the universe; and the relationship of modern astronomical ideas to other cultural disciplines.

**Origins of Astronomy**

V85.0008  Identical to V65.0008. Not open to students who completed V53.0206. Offered every other year. 4 points.

Introduction to the historical development of astronomy, from earliest times through the Copernican revolution. Traces the changes in our perception of the heavens and the influences that led to those changes, from astrology to the discoveries of Galileo and the physics of Newton. Includes descriptive astronomy of the solar system and a trip to the Hayden Planetarium.

**Sound and Music**

V85.0010  Assumes high school-level mathematics background. Offered every year. 4 points.

Explores the production of musical sound and how it is perceived by us, dealing mainly with the physical basis of sound. Covers sound waves, resonance, how musical instruments produce sound, the concepts of scales and harmony, physical acoustics, physiological factors of perception, acoustics of auditoria, and sound recording and reproduction. Develops the necessary physics for the course, as needed.

**General Physics I**

V85.0011  Prerequisite: V63.0121 or permission of the instructor. Lecture, laboratory, and recitation. Not open to students who have completed V85.0091 with a grade of C- or better. Offered in the fall. 5 points.

Begins a two-semester introduction to physics intended primarily for preprofessional students and for those majoring in a science other than physics, although well-prepared students may wish to take the physics majors sequence V85.0091 through V85.0096 instead. Topics include kinematics and dynamics of particles; momentum, work, and energy; gravitation; circular, angular, and harmonic motion; mechanical and thermal properties of solids, liquids, and gases.

**General Physics II**

V85.0012  Prerequisite: V85.0011 with a grade of C- or better or permission of the department. Lecture, laboratory, and recitation. Offered in the spring. 5 points.

Continuation of V85.0011. Topics include electric charge, field, and potential; magnetic forces and fields; resistive, capacitive, and inductive circuits; electromagnetic induction; wave motion; electromagnetic waves; geometrical optics; interference, diffraction, and polarization of light; relativity; atomic and nuclear structure; elementary particle physics.

**Observational Astronomy**

V85.0013  Prerequisite: V53.0202 or above, V85.0007 or above, or permission of the instructor for nonscience majors and minors; no prerequisite for science majors and minors or those who have satisfied Natural Science I requirements. 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**

V85.0020  Assumes high school-level geometry and intermediate algebra background. Not open to students who have completed V53.0204. Offered every year. 4 points.

The 20th century has been witness to two major revolutions in man’s concepts of space, time, and matter. Einstein’s special and general theories of relativity: implications of the special theory, for our understanding of the unity of space and time, and the general theory, for our understanding of the nature of gravity. Quantum mechanics: a new picture of the basic structure and interactions of atoms, molecules, and nuclei. Topics include the uncertainty principle, wave-particle duality, and the continuing search for the fundamental constituents of matter.

**Physics I Laboratory**

V85.0091  Corequisite: V63.0121 or V63.0221. Physics majors must also register for V85.0092. Lecture and recitation. Offered in the fall. 2 points.

Experiments are based on subjects covered in V85.0091.

**Physics II Laboratory**

V85.0092  Corequisite: V85.0091. Laboratory. Offered in the fall. 2 points.

Experiments are based on subjects covered in V85.0091.

**Physics I Laboratory**

V85.0094  Corequisite: V85.0093. Laboratory. Offered in the spring. 2 points.

Experiments are based on subjects covered in V85.0091 and V85.0093.
Physics III
V85.0095 Prerequisite: V85.0093 with a grade of C or better, or permission of the department. Corequisite: V63.0123 or V63.0222. Physics majors must also register for V85.0096. Lecture and recitation. Offered in the fall. 3 points.

Physics majors must also register for V85.0096. Continuation of V85.0095. Topics include wave motion; Fourier series; sound; the reflection, refraction, interference, and diffraction of light; polariza-
tion; thermodynamics; kinetic theory and statistical physics.

Physics III Laboratory
V85.0096 Corequisite: V85.0095. Laboratory. Offered in the fall. 2 points.

Experiments are based on subjects covered in V85.0095 and V85.0095.

Classical and Quantum Waves
V85.0105 Prerequisite: V85.0095. Physics majors must also register for V85.0107. Lecture and recitation. Offered in the spring. 3 points.

Introduction to the physics of classical and quantum waves for students who have had at least one year of college physics and three semesters of calculus or intensive calculus. 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
V85.0106 Prerequisite: V85.0095. Lecture and recitation. Offered in the spring. 3 points.

Mathematical preparation for the junior and senior courses in physics. Vector analysis, Fourier series and integrals, ordinary differential equations, matrices, par-
tial differential equations, and boundary-value problems.

Classical and Quantum Waves Laboratory
V85.0107 Corequisite: V85.0105. Laboratory. Offered in the spring. 2 points.

The course introduces students to experiments pertaining to the sub-
jects of the associated lecture course and to experimental meth-
ods used in contemporary physics research.

Electronics for Scientists
V85.0110 Identical to V23.0110, V23.0071. Prerequisite: V85.0012 or V85.0095 or permission of the instructor. Lecture and laboratory. Offered in the fall. 3 points.

Introduction to basic analog and digital electronics used in modern experiments and computers, for students 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.

Experimental Physics
V85.0112 Prerequisite: V85.0096 and V85.0107. Laboratory. Offered every year. 3 points.

Introduces the experiments and techniques of modern physics. Students have as their option a variety of open-ended experiments they can pursue, including the use of microcomputers for data analy-

sis. Experimental areas include optical spectroscopy, the Mössbauer effect, cosmic rays, magnetic resonance, condensed matter, and relativistic mass.

Dynamics
V85.0120 Prerequisites: V85.0095 and V85.0106. 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
V85.0123 Prerequisite: V85.0105. Offered every year. 3 points.

Introduction to the experimental basis and the 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 applic-
tions to one-dimensional problems and the hydrogen atom, angular momentum, and spin; Hilbert Space, operators, and observables; time independent per-
turbation theory; atomic spectra.

Quantum Mechanics II
V85.0124 Prerequisite: V85.0123. Offered every year. 3 points.

Continuation of V85.0123. Topics include the time dependent Schrödinger equation, the Schrödinger and Heisenberg description of quantum systems, time dependent perturbation the-
ory, scattering theory, quantum statistics, and applications to atomic, molecular, nuclear, and elementary particle physics.

Electricity and Magnetism I
V85.0131 Prerequisite: V85.0093. Offered every year. 3 points.

Introduction to electrodynamics with applications to physical problems. Topics include electrostatics, magnetostatics, Maxwell’s equa-
tions, electromagnetic forces, elec-
tromagnetic waves, radiation from accelerating charges and currents, and special relativity.

Electricity and Magnetism II
V85.0132 Prerequisite: V85.0131. Offered every year. 3 points.

Continuation of V85.0131, with greater depth and emphasis on more complex phenomena and applications. Topics include solu-
tions to the Laplace and Poisson equations, dielectrics and magnetic materials, gauge invariance, plas-
mas, Fresnel equations, transmission lines, wave guides, and antennas.

Optics
V85.0133 Prerequisite: V85.0105 or permission of the instructor. 3 points.

Introduction to physical and geometrical optics. Wave phenomena including diffraction, interference, first-order and higher-order coher-
ce. 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, detectors from photon counting to bolometers in the infrared.
Condensed Matter Physics
V85.0135  Prerequisite: V85.0105 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
V85.0136  Prerequisite: V85.0105. Offered every other year. 3 points.
Particle physics is the study of the very fundamental constituents of matter and of the forces between them. By its nature it is microscopic, but it also connects with astrophysics and cosmology on the largest scales. This course introduces the most important advances in elementary particle physics. It centers on journal articles in which these advances were first published, with overview lectures, original reading, discussion, and student presentations. Topics include the discovery of elementary particles in cosmic rays, antimatter, symmetries found in nature, and the invention of the Quark model of elementary particles and its experimental verification.

Thermal and Statistical Physics
V85.0140  Prerequisite: V85.0095. 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
V85.0130  Prerequisite: V85.0095 or permission of the instructor. Offered every other year. 4 points.
Introduction to modern astrophysical problems with an emphasis on the physical concepts involved: radio, optical, and X-ray astronomy; stellar structure and evolution; white dwarfs, pulsars, and black holes; and galaxies, quasars, and cosmology.

Physics of Biology
V85.0160  Prerequisite: V85.0095. 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
V85.0170  Prerequisite: V85.0120 or permission of the instructor. Offered in the spring. 3 points.
This course 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
V85.0210  Prerequisites: V85.0106 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 where numerical techniques provide unique physical insight. Topics are chosen from various branches of physics, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, field theory, dynamical systems, and chaos.

Special Topics in Physics
V85.0800  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
V85.0997 (fall), V85.0998 (spring)  Prerequisite: permission of the director of undergraduate studies. 2 to 4 points per term.
The Department of Politics offers courses in the fields of analytical politics, political theory, American politics, comparative politics, and international politics. For prelaw students, we offer several courses, including The American Constitution, International Law, Law and Society, and Politics of Administrative Law. In addition, the faculty has expertise in the politics of a wide range of countries and regularly offers courses on Latin America, Western Europe, Africa, Russia, India, and China.

The department’s honors program provides an opportunity for outstanding students to undertake specialized advanced work and independent research during their senior year.

Graduates of the Department of Politics have gone on to accept positions with governments, international finance groups, multinational corporations, law firms, 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.

**Faculty**

Professors Emeriti:
- Brademas, Crown, Flanz, Koenig, Larus, C. Mitchell, Randall

Silver Professor; Professor of Politics:
- Bueno de Mesquita

Helen Gould Sheppard
Professor of the Social Sciences; Professor of Politics:
- Hardin

Professors:
- Beck, Brams, Denoon, Downs, Harrington, Holmes, Hsiung,
- Kazemi, Laver, Manin, Mead, Morton, Nagler, Ollman, Przeworski, Rosenthal, Schain, Smith, Stasavage, Wantchekon

Associate Professors:
- Chandra, Cohen, Dickson, Gilligan, Gordon, Hafer, Harvey, Landa, Rosendorff, Satyanath, Tucker

Assistant Professors:
- Dube, Egan, Eguia, Pernick

Clinical Associate Professor:
- Rama

Clinical Assistant Professor:
- Peker

Global Distinguished Professors:
- Castañeda, Eggertsson

Associated Faculty:
- Forman, Jones, Kersh, Light, Rose, Rubin

**Program**

**MAJOR**
The major requires ten 4-point courses (40 points) in the department, chosen in consultation with a departmental adviser and completed with a grade of C or better. At least two of these should be designated core courses (V53.0100, V53.0300, V53.0500, and V53.0700). At least one course must be taken in three of the five fields. Only courses with a V53 number, which are also counted toward another major or minor, can be counted toward the politics major.

The following internship and reading and research courses do not count toward the major in politics: V53.0401, V53.0402, V53.0970, and V53.0990.

The department also administers the major in international relations. For a description of this new major, see International Relations (52).
HONORS PROGRAM

For admission to and completion of the department’s honors program, students must have a GPA of 3.65 overall and in the major. 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 complete or be currently enrolled in Quantitative Methods in Political Science (V53.0800) and at least one undergraduate field seminar, honors seminar, or 1000- or 2000-level graduate (G53) course. Admission to the honors program will permit students to register for Senior Honors I (V53.0950) in the fall of their senior year. In Senior Honors I, students will prepare a research proposal for their thesis, which they will write in the spring of their senior year while taking Senior Honors II (V53.0951). 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 at 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 political science’s four fields or subfields. However, no special emphasis on a particular subfield is required for the minor, nor is a distinction made on the students’ academic record or transcript. Only courses with a V53 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 later career in law. For this reason, it is not surprising that, over the years, more law students have majored in this field than in any other. The Association of American Law Schools has suggested that among the areas of importance in prelegal education are the study of the political organization of societies, the democratic processes of Western societies, the freedom of individuals, and the art of peaceful, orderly adaptation to change. The association also suggests that students develop the power to think creatively and analytically. We recommend that students interested in a prelaw course of study choose courses in consultation with the College of Arts and Science prelaw adviser (prelaw@nyu.edu).

Courses

Undergraduate Field Seminars
Undergraduate field seminars are offered in each of the fields below each year. They are advanced seminars for juniors and seniors who are politics majors. Students must have completed four courses in politics, one of which must be the core in that subfield, and three other politics courses. They must also have a 3.0 cumulative average or the permission of the instructor. Enrollment is limited.

ANALYTICAL POLITICS

Quantitative Methods in Political Science
V53.0800  Offered every semester. 4 points.
Introduces students to the use of quantitative methods in the study of politics. Begins with a brief review of the basic elements of scientific thinking and their application to the social sciences. Next, students are introduced to probability theory and statistics with a view to testing hypotheses about politics. Students learn to use statistical software to organize and analyze data.

Political Engineering: The Design of Institutions
V53.0810  Offered every year. 4 points.
Institutions are the rules by which societies govern themselves. The tools of economic theory, game theory, and social choice theory are applied to the rational choice analysis of political institutions, whose consequences for society are derived from assumptions about what individuals seek to maximize.

Introduction to Political Psychology
V53.0812  Offered every year. 4 points.
This course 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
V53.0840  Offered every year. 4 points.
Game theory is a mathematical tool used to study strategic interactions. Whenever the choices made by two or more distinct decision makers have an effect on the others’ outcomes, the interaction between them is game-theoretic in nature. As suggested by its recent emergence into popular culture, game theory has been applied widely, in attempts to address phenomena in a variety of academic disciplines, including political science, economics, and biology. 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
V53.0842 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
V53.0844 Offered every year. 4 points.
Theories of political strategy with emphasis on the theory of games. Uses of strategy in defense and deterrence policies of nations, guerrilla warfare of revolutionaries and terrorists, bargaining and negotiation processes, coalitions and the enforcement of collective action, and voting in committees and elections. Secrecy and deception as political strategies and uses of power, with some applications outside political science.

Social Choice and Politics
V53.0845 Offered every other year. 4 points.
Introduces students to social choice theory applied to political science. It focuses on (1) individual choice, (2) group choice, (3) collective action, and (4) institutions. It looks at models of individuals’ voting behavior, the incentive structures of interest groups, and the role of institutions. The emphasis is analytical, though students are not expected to have a background in formal mathematics.

Experimental Methods in Political Science
V53.0846 Prerequisites: V53.0800 or equivalent. Offered every other year. 4 points.
This course is designed to provide an introduction to experimental methods in political science. Emphasizes several different styles of laboratory experiments, but field experiments (and briefly, survey experiments) are also discussed.

Undergraduate Field Seminar:
Analytical Politics
V53.0895 Prerequisites: open to juniors and seniors; 3.0 or above general average; and at least four previous courses in politics or permission of the instructor. Offered every year. 4 points.
Advanced seminar for juniors and seniors in analytical politics. The specific topic of the seminar is announced each year.

POLITICAL THEORY

Political Theory (Core course)
V53.0100 Offered every semester. 4 points.
Introduces students to some outstanding theories of politics. The theories treated offer alternative conceptions of political life, and they are examined from both theoretical and historical perspectives. Among the theorists included are Plato, Aristotle, Locke, Machiavelli, Hobbes, Rousseau, Mill, and Marx.

Topics in Modern Political Thought: 1500 to the Present
V53.0120 Prerequisite: V53.0100. Offered every year. 4 points.
Examines the development of political thought from Machiavelli to Nietzsche through a careful study of primary works. Authors include Hobbes, Locke, Rousseau, Hegel, Marx, and Nietzsche.

Ethics, Politics, and Public Policy
V53.0130 Prerequisite: V53.0100, V53.0300, or V53.0700. Offered once a year. 4 points.
Students systematically evaluate ethically controversial public policy issues using concepts of normative political theory. In the first half of the course, we consider the means by which policy is implemented: Under what conditions, if any, might we permit political actors to do bad in order to do good? In the second half, we consider the ends of public policy:

What is it that we want the state to accomplish, and at what cost? Substantive policy topics vary from semester to semester.

Theories of Justice
V53.0138 Prerequisite: V53.0100. Offered every year. 4 points.
This course 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, communarians, 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
V53.0140 Prerequisite: V53.0100. Offered in the fall. 4 points.
Concentrates on those socialist schools—Christian socialism, utopian socialism, Marxism, Fabianism, and anarchism—that have proved to be the most successful. Presents their major theories and examines the usefulness of such theories in helping us to understand and, in some cases, alter the world in which we live.

Nationalism and Ethnic Conflict
V53.0150 Prerequisite: V53.0100. Offered every year. 4 points.
Seeks to explain the varied forms of nationalism and extremism. To that end, we bring various psychological, economic, anthropological, and sociological theories to bear on the origins and development of nationalist movements. We attempt to understand the historical phases of nationalist development, from the early cases of Great Britain and the United States, through the later cases of Europe and Latin America, the 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
V53.0160 Prerequisite: V53.0100. Offered every other year. 4 points.
Democracy and dictatorships have traditionally been analyzed in terms of their apparently different institutional characteristics and legal foundations. Examines these traditional interpretations but leans heavily toward ideological and contextual factors. Challenges traditional distinctions between democracy and dictatorship.

American Political Thought
V53.0170 Prerequisite: V53.0100. Offered every year. 4 points.
Study of American political ideas and debate from colonial times to the present. Topics include Puritanism, revolution and independence, the framing of the Constitution, Hamiltonian nationalism, Jeffersonian republicanism, Jacksonian democracy, pro- and anti-slavery thought, Civil War and Reconstruction, social Darwinism and laissez-faire, the reformist thought of populism, progressivism and socialism, legal realism, the New Deal and 20th-century liberalism, modern conservatism, civil rights, and war protest. Readings and discussion are based on original and interpretative sources.

Undergraduate Field Seminar: Political Theory
V53.0195 Prerequisite: V53.0100 and three other politics courses, junior or senior standing, 3.0 GPA, or permission of the instructor. Offered every semester. 4 points.
Advanced seminar for juniors and seniors in political theory. The specific topic of the seminar is announced each year.

European Political Thought Since Rousseau
V53.0983 Identical to V42.0983. Offered every year. 4 points.
Examines the development of political thought in Europe from the second half of the 18th century to the start of the 20th. We look at the Kantian, Hegelian, and Marxist developments in this tradition. We discuss the important role played by differing conceptions of freedom, human nature, and history in shaping the political thought of the period. We also address issues concerning autonomy and authority, the nature of the state, and the limits to state power.

AMERICAN GOVERNMENT AND POLITICS

Power and Politics in America (Core course)
V53.0300 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
V53.0306 Prerequisite: V53.0300. Offered in the fall. 4 points.
Introduction to public policymaking in American federal government. The issues politicians address at election time often have little to do with what they actually do in office. The course examines the way the agenda is set and issues are processed in Washington. Covers Congress, the bureaucracy, program implementation, policy analysis, and budgeting. Students do a special project on an important current issue. In recent years, these issues have included Social Security reform, Medicare, and illegal immigration.

The Presidency
V53.0310 Prerequisite: V53.0300. Offered every other year. 4 points.
Study of the American presidency, its origins, and roles, including those of commander in chief, director of foreign policy; leader in legislation, administration, and party affairs; manager of the economy; and dispenser of social justice. The president is also viewed as a decision maker and compared with the heads of other governments. Readings include the works of presidents and their associates, analytical commentaries by observers of the presidency, and biographies.

Congress and Legislative Assemblies
V53.0320 Prerequisite: V53.0300. Offered every other year. 4 points.
Origin, structure, functions, and dynamics of legislatures in the United States. Although some attention is given to state legislatures and municipal lawmaking bodies, the major emphasis is on the Congress. Readings include a textbook, official sources such as the Congressional Record and Congressional District Data Book, and the new behavioral studies and commentaries.

The American Constitution
V53.0330 Offered every semester. 4 points.
Interpretation of the U.S. Constitution through the reading of Supreme Court opinions. Distribution of constitutional power among Congress, the president, and the federal courts; between the national government and the states; and among the states. Constitutional law and American political and economic development. Cases are read and discussed closely for their legal and philosophical content.

Civil Liberties
V53.0332 Offered every semester. 4 points.
Interpretation of the Bill of Rights, the Civil War amendments, and other rights in the U.S. Constitution through the reading of Supreme Court opinions. Topics include freedom of speech and press; free exercise of religion and separation of church and state; the right of privacy; rights of the criminally accused; equal protection of the law against race, gender, and other discrimination; and the rights of franchise and citizenship. Cases are read and discussed closely for their legal and philosophical content.
The United States Supreme Court
V53.0333 Prerequisite: V53.0330 or V53.0332. Offered every other year. 4 points.
Institutional examination of the third branch of government as chief interpreter of the Constitution and reviewer of the work of government. Considers the structure, procedures, personnel, and informal organization of the court, along with the appointment process. Gives some attention to the impact of the court's decisions and to public opinion about the court. Emphasis on the court's political role in a democratic polity.

American Law and Legal System
V53.0334 Offered every other year. 4 points.
Introduction to law and the legal system through the reading of actual cases. Topics include the adjudication of conflict, the structure and functions of trial and appellate courts, civil and criminal procedure, judicial remedies, judicial decision making, and the limits of judicial relief. Uses tort, contract, property, divorce, and other law for illustration.

Law and Society
V53.0335 Identical to V62.0001, V18.0722. Offered every other year. 4 points.
Critically examines the relationship between law and political and social movements such as the civil rights movement, the women's movement, and the labor and environmental movements. Emphasis on law as a political process and legal remedies for racial and gender discrimination and class action torts. Deals with the politics of rights and the limits and possibilities of law as a process for social change.

Gender in Law
V53.0336 Identical to V18.0723. Offered every other year. 4 points.
Examines the relationship between gender politics, legal theory, and social policy. Studies the role that the legal arena and certain historical conditions have played in creating, revising, and protecting particular gender identities and not others and examines the political effects of those legal constructions. Analyzes the major debates in feminist legal theory, including theories of equality, the problem of essentialism, and the relevance of standpoint epistemology. In addition to examining how the law understands sex discrimination in the workplace and the feminization of the legal profession, the course also addresses to what extent understandings of gender affect how law regulates the physical body by looking at the regulation of reproduction and of consensual sexual activity. In light of all of the above, the course considers to what extent law is or is not an effective political resource in reforming notions of gender in law and society.

Political Parties
V53.0340 Prerequisite: V53.0300. Offered every other year. 4 points.
Background, structure, operation, and definition of the party systems. Development of the two-party system in the United States from its origins to the present. Formal organization of parties on the national and state levels and control of the parties within the state. Party politics in the South, political machines, ethnic politics, nominations for public office, and pressure groups on the party system. The national election from first stirrings of potential candidates through the general election.

American Public Opinion
V53.0342 Prerequisite: V53.0300. Offered every other year. 4 points.
Covers two areas of great importance to American democratic society. One area deals with the attempts made to define, identify, survey, analyze, and evaluate the influence of what is referred to as public opinion. The other concerns how citizens unite in interest groups to influence or pressure government. Role and methods of interest groups in American society and their relationship to political parties, elected and appointed officeholders, and the democratic process. A study of who governs in the United States.

The Election Process
V53.0344 Prerequisite: V53.0300. Offered every other year. 4 points.
Provides an understanding of election processes in the United States through different theoretical approaches to the study of campaign strategies, the use of polls and media in campaigns, and the effects of issues and personalities on election outcomes. Evaluates the role of presidential primaries and elections in the functioning of a democracy.

Bureaucracy and Public Policy
V53.0350 Prerequisite: V53.0300. Offered every year. 4 points.
Bureaucracies are inescapably embedded in the American political environment, and political conflicts within administrative agencies are ubiquitous. We examine the major questions political scientists ask about public bureaucracies: How have they evolved to their current form? Why do bureaucrats engage in behavior that many of us consider pathological or arbitrary? How can unelected government officials be made more accountable to their elected counterparts and to citizens? In addressing these questions and others, we draw on cases of government in action in a number of different public policy areas.

The Politics of Administrative Law
V53.0354 Offered every other year. 4 points.
Examines legal, political, and economic issues in government regulation. Covers such classic debates and issues as the historical origins of regulation, the legal philosophy of administrative regulation, the relationship between courts and agencies, the political and social conflicts surrounding regulatory politics, and the role of law in state formation.

Urban Government and Politics
V53.0360 Identical to V18.0753. Prerequisite: V53.0300. Offered every other year. 4 points.
Study of politics and politicians in the contemporary American city. Evolution of local party organizations, the rise and fate of party “bosses,” and the predicament of the ordinary citizen in the urban community. Patterns of city politics against the background of American social and cultural history, including the impulse toward reform and the effects of reform.
efforts on the distribution of power in the community. Conceptions of effective leadership in urban politics and the role of the police, the press, and “good government” groups in local political life.

**Government of New York City**

_V53.0364 Identical to V18.0752._

Prerequisite: V53.0300. Offered every other year. 4 points.

Examines the exercise of power in New York City and its relationship to policymaking. The roles of mayor, city council, unions, and the bureaucracy as they interact with one another. Ethnic, racial, and other interest group questions. Who governs the city, if anyone, and the consequences of power relationships on the allocation of rewards. Analyzes the effectiveness of this system of power and decision making. Alternative arrangements for governing the city and what has been done in other cities in terms of urban rejuvenation.

**Minority Representation in American Politics**

_V53.0380 Prerequisite: V53.0300. Offered every year. 4 points._

Explores whether and how racial and ethnic minorities are able to organize effectively and press their demands through the American political system. Specifically, focuses on the political behavior of minority citizens, the relative strength and effect of these groups at the polls and in political office, the theory and practice of group formation as it applies to minority groups, the responsiveness of elected officials, and the legal and constitutional obstacles and instruments that provide context and shape these phenomena.

**The Politics of Poverty and Welfare**

_V53.0382 Prerequisite: V53.0300. Offered in the spring. 4 points._

Poverty and welfare problems in the United States and the controversies aroused by them. Concentrates on the causes of poverty and dependency among the controversial working-age poor, the history of programs and policies meant to help them, and the enormous impact these issues have had on national politics.

**Political Economy: The United States in Comparative Perspective**

_V53.0385 Prerequisite: V53.0300 or V53.0500. Offered every other year. 4 points._

Examines various aspects of the role of the American government in the economy. In addition to that of the United States, the political economies of several other advanced industrial nations are examined, including those of Britain, France, Germany, Sweden, and Japan. Explores the institutional structure of the political economy, with particular emphasis on government, business, and labor.

**Undergraduate Field Seminar: American Politics**

_V53.0395 Prerequisites: V53.0300 and three other politics courses, junior or senior standing, 3.0 GPA, or permission of the instructor. Offered in the spring. 4 points._

Advanced seminar for juniors and seniors in American politics. The specific topic of the seminar is announced each year.

**Honors Seminar: Politics and Finance**

_V53.0396 Prerequisites: V53.0300, three other politics courses, junior or senior standing, 3.5 GPA, and one course in economics. Offered every year. 4 points._

Examines how legislation and regulation 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.

**Internship Fieldwork (through Metropolitan Studies)**

_V53.0401 Identical to V18.0040._

Corequisite: V53.0402. Offered every semester. See description under Metropolitan Studies (18).

**Internship Seminar (through Metropolitan Studies)**

_V53.0402 Identical to V18.0042._

Corequisite: V53.0401. Offered every semester. See description under Metropolitan Studies (18).

**U.S. Foreign Policy**

_V53.0710 Offered every year. 4 points._

See “International Politics,” below.

**National Security**

_V53.0712 Offered every year. 4 points._

See “International Politics,” below.

**Comparative Politics (Core course)**

_V53.0500 Offered every semester. 4 points._

Major concepts, approaches, problems, and literature in the field of comparative politics. Methodology of comparative politics, the classical theories, and the more recent behavioral revolution. Reviews personality, social structure, socialization, political culture, and political parties. Major approaches such as group theory, structural-functionalism, systems analysis, and communications theory and evaluation of the relevance of political ideology; national character; elite and class analysis; and problems of conflict, violence, and internal war.

**Elections and Voting**

_V53.0505 Prerequisite: V53.0300 or V53.0500. Offered every year. 4 points._

Examines how and why elections differ so much across democracies. Is it because voters are different in these countries? Or is it because the electoral laws differ across countries? The U.S. elections are used as the frame of reference for examining the effect of institutions and voting behavior. Other countries are discussed to illustrate how cross-national differences in voting behavior and institutions can affect the electoral processes. This comparative perspective provides a better way to understand the U.S. electoral process.
Immigration and Politics in Western Europe
V53.0511 Prerequisite: V53.0500.
Offered every year. 4 points.
Explores immigration and patterns of immigrant incorporation in Western Europe in comparative perspective. Since the early 1960s, immigration has transformed European countries into multiracial and multireligious 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 manage control of their frontiers, and then to incorporate immigrants into the national community. Finally, we explore the emerging movement within the European Union to develop harmonized policies for asylum seekers and immigration at a time of growing pressures for increased immigration in Western Europe.

Western European Politics
V53.0510 Identical to V42.0310.
Prerequisite: V53.0500. Offered every year. 4 points.
Study of the politics of Britain, Ireland, France, and the German Federal Republic. Compares the historical origins of these systems and analyzes their institutions as manifestations of their social and political culture and traditions. Treats each country’s current politics and political trends. Attempts to introduce the basic concepts of comparative political analysis in developing cross-cultural theory.

East European Government and Politics
V53.0522 Prerequisite: V53.0500.
Offered every other year. 4 points.
Introduction to the politics of Eastern and Central European countries. Considers political, social, and economic developments in these countries during the post-Versailles period. Subjects include the Communist takeover at the end of the 1980s. Also deals with contemporary issues, including the process of democratization.

Politics of Latin America
V53.0530 Prerequisite: V53.0500.
Offered every other year. 4 points.
Analysis of how political power relates to social structure, economic change, and international pressures in Latin America. Presents case studies of three to five Latin American nations at distinct levels of social modernization. These comparative cases illustrate trends including the struggle for democracy, military interference in politics, and party competition. Covers political conditions in Caribbean nations.

The Politics of the Caribbean Nations
V53.0532 Identical to V18.0802.
Prerequisite: V53.0500. Offered every other year. 4 points.
Analysis of the political culture and institutions of Cuba, the Dominican Republic, Puerto Rico, Haiti, Jamaica, and Trinidad and Tobago. Concentration on the study of specific countries is possible and requires a research paper in addition to other requirements. Attention to the communities of Caribbean nations in the United States to the extent that the study of these communities is relevant to internal political processes.

Politics of the Near and Middle East
V53.0540 Identical to V77.0750.
Prerequisite: V53.0500. Offered every other year. 4 points.
Historical-political background of the Middle East and its contemporary social and political problems, including the impact of the West; religious and liberal reactions; conflict of nationalisms (Arab, Iranian, Turkish, and Zionist); and revolutionary socialism. Specific social, political, and economic problems—using a few selected countries for comparison and analysis—including the role of the military, the intelligentsia, the religious classes, the legitimization of power, urban-rural cleavages, bureaucracy, and political parties.

Politics and Society in Iran
V53.0545 Prerequisite: V53.0500.
Offered every other year. 4 points.
Examines the relationship between the state and society in modern Iran by focusing on the social bases of politics. Recurrence of certain historical and cultural themes and their political implications from the Constitutional Revolution (1906-1909) to the current period. Topics include the rise and demise of the Pahlavi dynasty; the interaction of the Pahlavis with nationalist and religious forces; the Mosaddeq era; the politics of oil nationalism; the Shah’s White Revolution and politics, culture, and economics in the 1960s and 1970s; the process leading to the revolution of 1978-1979 and the establishment of the Islamic Republic; the hostage crisis; export of the revolution and the Iran-Iraq War; and Iran’s current regional and international role in the Middle East and Central Asia.

East Asian Politics: China and Japan
V53.0560 Prerequisite: V53.0500.
Offered every other year. 4 points.
Introduction to the workings of the political systems of China and Japan. Examines the impact of tradition, demands of modernization, ideology, role of the elite, and social dynamics, as well as political institutions and processes. Compares the Chinese and the Japanese “models” of development with a view to evaluating their relevance to other areas.

Comparative Politics of South Asia
V53.0562 Prerequisite: V53.0500.
Offered every year. 4 points.
Introduces the comparative politics of South Asia. Analyzes the politics of South Asian countries, including India, Pakistan, Bangladesh, Sri Lanka and Nepal, individually and in a comparative framework. Readings are chosen from across disciplines, including political science, anthropology, economics, and history. Also uses novels and films on South Asia to illustrate themes highlighted in the readings.
Political and Economic Development in Comparative Perspective
V53.0570  Prerequisite: V53.0500. Offered every other year. 4 points.
Introduction to the political processes of change and development. Survey of classical and contemporary theories of political and economic development, ranging from neoclassical to structural to recent endogenous growth theories. Focuses on institutions and governance as conditions for growth and development. Examines the relationship between political and economic change in selected countries, as well as global patterns.

The Political Economy of Institutions
V53.0575  Prerequisite: V53.0500. Offered once a year. 4 points.
Examines the relationship between economic incentives and the creation and maintenance of political and economic institutions. Topics include, but are not limited to, the creation and assignment of property rights, the rule of law, and the creation of markets. Focuses on theories that advance an economic rationale for institutions and relies on the methodologies of game theory and rational choice, of which no prior knowledge is assumed.

Collective Action: Social Movements and Revolutions
V53.0580  Prerequisite: V53.0500. Offered every other year. 4 points.
Analyzes patterns of collective action by socially subordinate groups. Survey of theoretical approaches to social movements and revolutions. Focuses on the evolution of forms of collective action and the conditions for the emergence of revolutionary social movements from social protest. Examines closely several case studies, such as the civil rights movement in the United States, revolutionary social movements in Central America and southern Africa, and the French and Chinese revolutions.

Undergraduate Field Seminar: Comparative Politics
V53.0595  Prerequisites: V53.0500 and three other politics courses, junior or senior standing, and 3.0 GPA. Offered every semester. 4 points.
Advanced seminar for juniors and seniors in comparative politics. The specific topic of this seminar is announced each year.

INTERNATIONAL POLITICS

International Politics (Core course)
V53.0700  Offered every semester. 4 points.
Analysis of state behavior and international political relations; how things happen in the international state system and why. Emphasizes the issue of war and how and in what circumstances states engage in violence. Topics include different historical and possible future systems of international relations, imperialism, the Cold War, game theory and deterrence, national interests, and world organization.

U.S. Foreign Policy
V53.0710  Prerequisite: V53.0700 or V53.0300. Offered every year. 4 points.
Analysis of the sources of U.S. 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.

National Security
V53.0712  Prerequisite: V53.0700. 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
V53.0715  Prerequisite: V53.0700. Offered every year. 4 points.
Addresses the question: How did the United States become the world’s dominant nation? We 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 ascendency 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.

Diplomacy and Negotiation
V53.0720  Prerequisite: V53.0700. Offered every other year. 4 points.
Analyzes the theory and practice of diplomacy, with special emphasis on bargaining strategies that nations use to try to settle their differences and avoid wars, including the use of mediators, arbitrators, and institutions like the United Nations. Applies game theory to analyze the use of exaggeration, threats, and deception in bilateral and multilateral diplomacy. Supplements case studies of international negotiation, especially in crises, with studies of domestic bargaining used in the formulation of foreign policy.

International Organization
V53.0730  Prerequisite: V53.0700. 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
V53.0736  Prerequisite: V53.0300, V53.0700, or V31.0010. Offered every other year. 4 points.
Examines competing theories as to the relationship between business and government in the conduct of foreign policy. Assesses the applicability of these theories to case studies in East-West trade, the defense procurement process, intervention in the Third World, human rights, the effect of trade
and investment on the American economy, security of supply of natural resources, and economic development in the Third World.

International Law
V53.0740 Prequisite: V53.0700. 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
V53.0741 Prequisite: V53.0700. Offered every year. 4 points.
Characteristics and conditions of war and peace and the transition from one to the other from the perspective of political and social science. Examines the role and use of coercion in global affairs, with emphasis on attempts to substitute negotiation, bargaining, market forces, politics, and law for the resort to massive violence in moderating disputes.

Terrorism
V53.0742 Prequisite: V53.0700. Offered every other year. 4 points.
Comparative study of terrorism as a domestic political phenomenon. Examines foundational issues and economic, psychological, strategic, and social theories of terrorism, as well as theories of the cessation of terrorist violence, government negotiation with terrorists, the relationship between terrorists and nonviolent political actors, and the internal political economy of 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
V53.0760 Identical to V77.0752. Prequisite: V53.0700. 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
V53.0770 Identical to V53.0770. Prequisite: V53.0700. Offered every other year. 4 points.
The relations of and between the principal Asian national actors (e.g., China, Japan, India) and the relationship of the Asian “subsystem” to the international system. Covers the traditional Asian concepts of transnational order, the impact of external interventions, the modern ideological conflict and technological revolution, the emergent multilateral balance beyond Vietnam, the changing patterns of relations in the Asian subsystem traced to the international evolution from bipolarity to multicentrism, and the U.S. role in Asia.

International Political Economy
V53.0775 Prequisite: V53.0700. Offered every year. 4 points.
An introduction to the workings of the contemporary international political-economic system. Introduces students to some of the main analytical frameworks that political economists use to understand this system. Familiarizes students with analytical tools that serve to gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

Inter-American Relations
V53.0780 Formerly Latin America and the World. Prequisite: V53.0700. Offered every other year. 4 points.
Examines inter-American relations in the 20th century. The role the United States has played in influencing economic and social policy in Latin America and the Caribbean is examined through the Good Neighbor policy, the Cold War, the Alliance for Progress, the National Security Doctrine, and the democratization wave. The Mexican Revolution; import substitution industrialization policies; and the Guatemalan, Bolivian, Cuban, and Nicaraguan revolutions and their effects on U.S.-Latin American relations are discussed, along with U.S. social, political, and military intervention in the region and its effect on strengthening and/or hindering democracy. Heavy on readings, the course provides a historical, sociological, and economic background of Latin American political development in the 20th century.

Undergraduate Field Seminar: International Relations
V53.0795 Prerequisites: V53.0700 and three other politics courses, junior or senior standing, and 3.0 GPA. Offered every semester. 4 points.
Advanced seminar for juniors and seniors in international relations. The specific topic of the seminar is announced each year.

Honors Seminar: American Empire?
V53.0796 Prerequisites: V53.0700 and three other politics courses, junior or senior standing, and 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 1
V53.0950 Prerequisite: application and admission to the honors program. Offered in the fall. 4 points.
This seminar provides students with the skills needed to design a feasible research project in political
science and supports students in the development of a detailed research proposal for the senior thesis.

**Senior Honors II**

V53.0951  *Prerequisite: completion of Senior Honors I (V53.0950). Offered in the spring. 4 points.*

The purpose of this seminar is to support students in the writing of their senior theses.

**Internships in Politics and Government I, II**

V53.0970,0971  *Not counted toward the major; normally limited to no more than 8 credits in total of internships (V53.0970) and Readings and Research (V53.0990). Prerequisites: open to junior and senior politics majors, 3.0 GPA overall, and permission of the director of internships. Offered every semester. 2 to 4 points per term.*

Integration of part-time working experience in governmental agencies or other political offices and organizations with study of related problems in politics and political science. Relates certain scholarly literature in the discipline to observational opportunities afforded by the internship experience. Internship applications can be obtained through the Department of Politics. Applications are due September 30 for fall internships and January 30 for spring internships.

**Readings and Research**

V53.0990  *Prerequisite: written approval of student’s departmental advisor, instructor, and director of undergraduate studies. Offered every semester. 2 or 4 points.*

Students with exceptional intellectual ability (3.0 average in at least three previous politics courses) are permitted to carry on supervised individual readings and research with regular politics faculty members only.

**Topics**

V53.0994  *Prerequisite: core course in relevant field or permission of the instructor. Offered every semester. 4 points.*

Advanced undergraduate course, often given in seminar style, to accommodate professors and faculty in the department who wish to give a one-time or experimental course. Encourages department or visiting faculty to give courses on subject areas or issues not in the permanent course offerings.

**GRADUATE COURSES OPEN TO UNDERGRADUATES**

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.
Program

ADVANCED PLACEMENT IN PSYCHOLOGY AND STATISTICS

Entering students who have taken the Advanced Placement (AP) Exam in Psychology may be eligible for advanced standing in the psychology major. Entering students who have received a 4 or 5 on the psychology AP Exam will receive credit for the Introduction to Psychology course and can complete the major with the eight other required courses or three other required courses for the minor.

Entering students who have taken the AP Exam in Statistics may also be eligible for a modification of the standard psychology major. Entering students who have received a 4 or 5 on the statistics AP Exam will receive credit for the Statistics for the Behavioral Sciences course.

In addition, selected courses in other departments can be counted toward the major or minor. A list is available from the Department of Psychology’s Office of Academic Affairs.

MAJOR

Nine 4-point courses constitute the requirements for the major. The courses are Introduction to Psychology (V89.0001), Statistics for the Behavioral Sciences (V89.0010), two courses from Core A (psychology as a natural science), two courses from Core B (psychology as a social science), one laboratory course from Core C, and two advanced electives. The course Developmental Psychology can be selected by a student in the major or minor to count as either a Core A or Core B requirement. In order to declare a major or minor in psychology, a grade of C or better must be earned in Introductory Psychology (V89.0001). Credit toward the major is not given for courses in the major completed with a grade of less than C.

The curriculum involves a variety of possible sequences of courses that proceed from introductory to advanced. It is best that Introduction to Psychology be taken first, preferably in the freshman year. Statistics should be taken next, as it lays the methodological groundwork for the research to be discussed in the core courses. Statistics must be among the first four psychology courses taken. Core A and B courses of greatest interest to the student should be taken early as preparation for the relevant Core C laboratory course and advanced electives that follow. For instance, if a student expects to do graduate work in the area of perception, then the Core A course Perception should be taken in the sophomore year, so that Laboratory in Perception and Advanced Seminar in Perception can be taken later.

In general, it is advisable that students complete their Core C laboratory course requirement before taking advanced courses, preferably by the spring of the junior year.

GENERAL RECOMMENDATIONS

Students interested in graduate training in psychology should become involved in research. Research Methods and Experience (V89.0999) offers students the opportunity to participate in faculty research, providing students with a supervised research experience as well as training in research presentation and criticism. This course is of great assistance to students in deciding about career directions and, because of the direct contact with faculty involved, can result in a letter of recommendation that graduate schools are likely to take very seriously.

Students who are particularly interested in graduate work in clinical psychology are encouraged to include Personality (V89.0030), Laboratory in Clinical Research (V89.0043), and Abnormal Psychology (V89.0051, formerly V89.0035) among their selections. Developmental Psychology (V89.0034) is also an appropriate choice. The department provides special advisement for students interested in graduate work in clinical areas of psychology and related fields. Contact the undergraduate program office for details.

If the student plans to pursue a research career (particularly in Core A areas), in addition to the relevant courses in the major, courses in mathematics, chemistry, biology, physics, and computer science will be most useful. If a career in business-organizational psychology is the goal, then in addition to Social Psychology (V89.0032), Industrial and Organizational Psychology (V89.0062), and Laboratory in Social and Organizational Psychology (V89.0038), courses in economics, sociology, and mathematics will be most useful.

MINOR

Four 4-point courses including Introduction to Psychology constitute the requirements for the minor. The courses are Introduction to Psychology (V89.0001), one course from Core A, one course from Core B, and one advanced elective. The course Developmental Psychology can be selected by a student in the major or minor to count as either a Core A or Core B requirement. In order to declare a minor in psychology, students must have earned a grade of C or better in Introduction to Psychology. Credit toward the minor is not given for courses completed with a grade of less than C.

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 are required (four in linguistics, one in philosophy, four in psychology, and one additional course). The linguistics component consists of these four courses:

1. Language and Mind (V61.0028)
2. Two more courses, chosen from the following:
   • Introduction to Semantics (V61.0004)
   • Phonological Analysis (V61.0012)
   • Grammatical Analysis (V61.0013)
3. One course, chosen from the following:
   • Introduction to Semantics (V61.0004)
   • Psycholinguistics (V61.0005)
   • Sound and Language (V61.0011)
   • Computational Principles of Sentence Construction (V61.0024)
   • Form, Meaning, and the Mind (V61.0031)
   • Propositional Attitudes (V61.0035)
   • Neural Bases of Language (V61.0043 or V89.0300)
   • Linguistics as Cognitive Science (V61.0048)
   • Learning to Speak (V61.0054)
   • Introduction to Morphology at an Advanced Level (V61.0055)

   The required psychology component is a choice of one of the following three courses: Minds and Machines (V83.0015), Philosophy of Language (V83.0085), or Logic (V83.0070).

   The tenth course will be one of the above-listed courses that has not already been chosen to satisfy the departmental components.

   HONORS PROGRAM
   The aim of the honors program is to provide those students with a strong record in the major an opportunity to engage in closely supervised but independent research and scholarship.

   This program both prepares students for graduate-level work in psychology or related professional fields such as business, law, or medicine and provides them with experiences and skills that may be helpful in reaching their career objectives. Students must apply for admission to the honors program in the sophomore or junior year, with occasional exceptions for late transfer students. Admission is based on grades and the ability to benefit from a program that emphasizes seminars in current research issues and independent work. Honors students take the Honors Seminar sequence in either their junior or senior year: Honors Seminar I (V89.0200) in the fall and Honors Seminar II (V89.0201) in the spring. An honors research thesis, usually based on an expansion of a research project and serving as evidence of individual thought and creativity, is submitted for faculty approval near the end of the junior or senior year. Details and application forms (the deadline is normally March 1) are available from the Department of Psychology, Faculty of Arts and Science, New York University, 6 Washington Place, Room 158, New York, NY 10003-6634. For Latin honors requirements, please see Honors and Awards.

Courses

Note: V89.0001 or the equivalent is a prerequisite for all courses in psychology, except for V89.0010. Additional prerequisites are noted below following the course titles.

INTRODUCTORY AND STATISTICS COURSES

Introduction to Psychology
V89.0001 Amodio, Coons, Marcus, Phelps. Offered every semester. 4 points.
Fundamental principles of psychology, with emphasis on basic research and applications in psychology's major theoretical areas of study: thought, memory, learning, perception, personality, social processes, development, and the physiological bases of psychology. Included in the class is direct observation of methods of investigation through laboratory demonstrations and by student participation in current research projects.

Statistics for the Behavioral Sciences
V89.0010 Basner. Offered every semester. 4 points.
Students gain familiarity with data description, variance and variability, significance tests, confidence bounds, and linear regression, among other topics. Students work on psychological data sets, learn approaches to statistical prediction, and learn to interpret results from randomized experiments.

CORE COURSES

CORE A—PSYCHOLOGY AS A NATURAL SCIENCE

Two courses must be taken to satisfy the major requirement, one for the minor. V89.0001 is the prerequisite for all Core A courses.

Perception
V89.0022 Carrasco, Heeger, Landy, Pelli. Offered every semester. 4 points.
How do we construct a conception of physical reality based on sensory experience? Survey of basic facts, theories, and methods of studying sensation and perception. The major emphasis is on vision and audition, although other modalities may be covered. Representative topics include receptor function and physiology; color; motion; depth; psychophysics of detection, discrimination, and appearance; perceptual constancies; adaptation, pattern recognition, and the interaction of knowledge and perception.

Cognitive Neuroscience
V89.0025 Curtis, Detwiler. Offered every semester. 4 points.
Provides students with a broad understanding of the foundations of cognitive neuroscience, including dominant theories of the neu-
ral underpinnings of a variety of cognitive processes and the research that has led to those theories. In doing so, students also learn about the goals of cognitive neuroscience research and the methods that are being employed to reach these goals.

Cognition
V89.0029 Hifield, McElree, Murphy, Rabder. Offered every semester. 4 points.
Introduction to theories and research in some major areas of cognitive psychology, including human memory, attention, language production and comprehension, thinking, and reasoning.

Developmental Psychology
V89.0034 Note: this course can count as either a Core A or Core B requirement. Adolph, Voloumanos. Offered every semester. 4 points.
Introduction and overview of theoretical issues and selected research in developmental psychology. Focuses on infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.

CORE B—PSYCHOLOGY AS A SOCIAL SCIENCE

Two courses must be taken to satisfy the major requirement, one for each minor. V89.0001 is the prerequisite for all Core B courses.

Personality
V89.0030 Andersen. Offered every semester. 4 points.
Introduction to research in personality, including such topics as the self-concept; unconscious processes; how we relate to others; and stress, anxiety, and depression.

Social Psychology
V89.0032 Gollwitzer, Trope, Uleman. Offered every semester. 4 points.
Introduction to theories and research about the social behavior of individuals, such as perception of others and the self, attraction, affiliation, altruism and helping, aggression, moral thought and action, attitudes, influence, conformity, social exchange and bar-

Laboratory in Developmental Psychology
V89.0040 Prerequisites: V89.0010 and V89.0034. Hughes. Offered every year. 4 points.
Review of observational and experimental techniques used in studying children. Each student chooses a topic and conducts a short-term study on that topic in a field or laboratory setting. Two presentations require a literature review and a proposed experimental design, and a report of the results of the study, which is due at semester’s end.

Laboratory in Infancy Research
V89.0042 Prerequisites: V89.0010, V89.0034, and/or to be taken with a second semester of Tutorial in Infant Research (V89.0992), and permission of the instructor. Adolph. Offered every semester. 4 points.
Part of a yearlong research training program. Students learn general methods for studying infant development and specific methods for examining infants’ perceptual-motor development. Students design and conduct laboratory research projects, code and analyze data, and prepare results for presentation and publication (grant proposals, conference submissions, and journal submissions).

Laboratory in Clinical Research
V89.0043 Prerequisites: V89.0010, plus V89.0030 or V89.0031. Kellogg, Westerman. Offered every semester. 4 points.
The course is concerned with the process of the scientific investigation into issues related to psychopathology, personality, dynamic, individual differences, interpersonal interaction, and various treatment modalities. Lectures cover all aspects of research methodology. Students complete a set of research exercises and submit writing assignments, including an APA-style research article.

Laboratory in Perception
V89.0044 Prerequisites: V89.0010 and one of the following: V89.0022, V89.0027, or V89.0029. Carrasco, Landy, Pelli. Offered every semester. 4 points.
Presents a state-of-the-art introduction to the design and imple-
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 presentation 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**

V89.0046  Formerly V89.0028.  
Prerequisites: V89.0010 and one of the following: V89.0022, V89.0026, V89.0027, or V89.0029.  
Gureckis, Hilford, McElree.  
Offered every year.  
4 points.

Presents a state-of-the-art introduction to the design and implementation of experiments in cognitive psychology as performed on computers. Experiments are performed in the areas of perception, learning, memory, and decision making. Students carry out independent research projects and learn to write research reports conforming to APA guidelines.

**Behavioral and Integrative Neural Science**

V89.0052  Identical to V23.0202, V80.0202.  
Prerequisites: V23.0011, V23.0012, and either V89.0024 or V80.0100.  
If this course is taken with its laboratory component for 6 points, the course can count as either a laboratory or an advanced elective.  
Rubin, Semple.  
Offered in the spring.  
4 or 6 points.

See description under Neural Science (80).

**ADVANCED ELECTIVE COURSES**

All advanced elective courses have prerequisites in addition to V89.0001. See individual courses.

**Teaching in Psychology**

V89.0002  Prerequisite: admittance by application only.  
Coons, Hilford.  
Offered every semester.  
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 lecture. Students put their training to immediate use by teaching a weekly Introduction to Psychology recitation.

**Seminar in Memory**

V89.0025  Prerequisite: V89.0029.  
Darvasi, McElree.  
Offered every two to three years.  
4 points.

Examination of the conceptual problems involved in understanding the retention of information. Reviews research findings addressed to those problems, involving studies with humans and animals, and with environmental, psychological, and biochemical variables.

**Language and Mind**

V89.0027  Identical to V61.0028.  
Prerequisite: V89.0029.  
Ballin, Marcus, McElree, Pykkänen.  
Offered in the spring.  
4 points.

Introduces students to the field of cognitive science through an examination of language behavior, one of the major domains of inquiry in the discipline. Begins with interactive discussions of how best to characterize and study the mind. These principles are then illustrated through an examination of research and theories related to language representation and use. Draws from research in both formal linguistics and psycholinguistics.

**Abnormal Psychology**

V89.0051  Formerly V89.0035.  
Prerequisite: any Core B course or permission of the instructor.  
Kellogg, Wolitzky.  
Offered every semester.  
4 points.

The kinds, dynamics, causes, and treatment of psychopathology. Topics include early concepts of abnormal behavior; affective disorders, anxiety disorders, psychosis, and personality disorders; the nature and effectiveness of traditional and modern methods of psychotherapy; and viewpoints of major psychologists past and present.

**Behavioral and Integrative Neural Science**

V89.0052  Identical to V23.0202, V80.0202.  
Prerequisites: V23.0011, V23.0012, and either V89.0024 or V80.0100.  
Rubin, Semple.  
Offered in the spring.  
4 or 6 points.

See description under Neural Science (80).

**The Psychology of Language**

V89.0056  Formerly Psycholinguistics.  
Prerequisite: V89.0001 or V61.0001 (Linguistics).  
McElree.  
Offered every other year.  
4 points.

Examines theories and research concerning the cognitive processes and linguistic representations that enable language comprehension and production. Topics include speech perception, visual processes during reading, word recognition, syntactic processing, and semantic/discourse processing.

**Industrial and Organizational Psychology**

V89.0062  Prerequisite: any Core B course.  
Eggebøen.  
Offered in the spring.  
4 points.

Personal, social, and environmental factors related to people's attitudes and performance in industry and other organizations. Topics include personnel selection and evaluation, training and development, attitudes and motivation, leadership, group dynamics, organizational structure and climate, and job design and working conditions.

**Special Topics in Psychology**

V89.0300  Prerequisites: at least one Core A and one Core B course.  
Other prerequisites may be added based on the specific topic.  
Offered every semester.  
4 points.

Seminars of an advanced level. Topics vary each time offered.

**Research Experiences and Methods**

V89.0999  Prerequisites: V89.0001, V89.0010, and at least two other psychology courses and permission of department required. Recommended: a laboratory course in psychology. This course may be repeated for three semesters. It is normally taken in the first semester for 4 points, but may be approved for less after the first semester with permission of the instructor.
McMeniman. Offered every semester. 1 to 4 points.
Undergraduate students are paired with faculty, advanced graduate students, or other researchers on a one-to-one basis to pursue common research goals in psychology. Undergraduates serve as apprentices on survey, laboratory, clinical, and field research projects and in return receive guidance in reading and developing research skills. Biweekly meetings deal with research methods and design and allow students an opportunity to speak on their research projects. Written assignments include several brief homework assignments and a final journal-style research report.

HONORS COURSES
Open only to students who have been admitted to the psychology honors program. The Honors Seminars (V89.0200 and V89.0201) may be counted as an advanced elective in the fulfillment of the requirements of the major.

Honors Seminar I
V89.0200 Prerequisite: admission to the psychology honors program. Offered in the fall. 4 points.
Students read and discuss recent studies and classical papers related to current controversies in psychology. A portion of class time is set aside for discussion of theoretical and technical aspects of each student’s thesis project.

Honors Seminar II
V89.0201 Prerequisite: V89.0200. Offered in the spring. 4 points.
A continuation of V89.0200. Students are also expected to present preliminary results of their thesis projects and interpret their findings.

GRADUATE COURSES OPEN TO UNDERGRADUATES
Certain courses in the Graduate School of Arts and Science are open to junior or senior majors in psychology who have (1) permission of the student’s undergraduate psychology adviser, (2) permission of the Department of Psychology (graduate division), and (3) additional specific prerequisites listed for each course. For further information, please consult the department and the Graduate School of Arts and Science Bulletin.
The Program in Religious Studies explores religious practice as an important aspect of social life in three ways. 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, impact on religions. The Program in Religious Studies is closely affiliated with the Center for Religion and Media. It should be stressed that the program is oriented toward the academic analysis of religious phenomena and does not promote or endorse either religious belief itself or the views and practices of any particular religious tradition.

Faculty

Associate Professors:
Becker, Pellegrini, Zito

Associated Faculty:
Bedos-Rezak, Browning,
Carruthers, Chelkowski, Diner,
El-Leithy, D. Fleming, K.
Fleming, Gilsenan, Ginsburg,
Goeler, Griffiths, Hull, Johnson,
Kahn, Kapchan, Katz,
Kirshenblatt-Gimblett, Klein,
Krabbenhoft, Kupperman, Levene,
Marshall, Muñoz, Myers, Ronell,
Rubenstein, Schiffman, Smith,
Taylor, Thomson, Vitz, Wosh

Program

MAJOR
Each major is required to take eight 4-point courses (32 points), which must include V90.0001 (offered only in the fall semester) and V90.0015 (offered in the spring semester). Majors are expected to outline core requirements and design a coherent study plan, which may include courses outside the religious studies curriculum, in consultation with the director of undergraduate studies.

MINOR
Each minor is required to take four 4-point courses (16 points), which must include V90.0001 (offered only in the fall semester).

HONORS PROGRAM
Eligibility: A student 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. The student must maintain a general GPA of 3.65, as well as a major GPA of 3.65.

Requirements: A student must complete 8 points over and above the requirements for the major: 4 points of research as a reading course (V90.0997) and 4 points of writing (V90.0998), both completed under the supervision of a departmental faculty member. The subject of the honors paper and the faculty supervisor are chosen in consultation with the director of undergraduate studies. The average length of the honors paper is between 40 and 50 double-spaced, typed pages. For general requirements, please see Honors and Awards.
Courses

Theories and Methods in the Study of Religion
V90.0001 Offered in the fall. 4 points.
Focuses on fundamental theoretical and methodological issues pertaining to the academic study of religion.

Gender, Sexuality, and the Body in Early Christianity
V90.0086 Becker. Offered periodically. 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
V90.0102 Identical to V65.0025, V77.0800, V78.0160. 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
V90.0104 Identical to V78.0430, V65.0430. Wolfson. 4 points.
See description under Hebrew and Judaic Studies (78).

Jewish Philosophy in the Medieval World
V90.0106 Identical to V78.0425. Ivry. 4 points.
See description under Hebrew and Judaic Studies (78).

Jewish Ethics
V90.0117 Identical to V78.0117. Rubenstein. 4 points.
See description under Hebrew and Judaic Studies (78).

Biblical Archaeology
V90.0120 Identical to V78.0120. Fleming, Smith. 4 points.
See description under Hebrew and Judaic Studies (78).

Foundations of the Christian-Jewish Argument
V90.0192 Identical to V78.0160, V65.0160. 4 points.
See description under Hebrew and Judaic Studies (78).

Religion, Magic, and the Jewish Tradition
V90.0212 Identical to V78.0212. Wolfson. 4 points.
See description under Hebrew and Judaic Studies (78).

Early History of God
V90.0220 Identical to V78.0116. Fleming, Smith. 4 points.
See description under Hebrew and Judaic Studies (78).

Passion and Desire in the Middle Ages
V90.0250 Identical to V29.0961, V65.0961. Vitz. 4 points.
See description under Medieval and Renaissance Studies (65).

Introduction to the New Testament
V90.0302 Identical to V27.0293, V78.0022. Becker. 4 points.
Introduces students to issues and themes in the history of the Jesus movement and early Christianity through a survey of the main texts of the canonical New Testament as well as other important early Christian documents. Students are given the opportunity to read most of the New Testament text in a lecture-hall setting where the professor provides historical context and 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
V90.0337 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
V90.0351 Identical to V14.0351, V33.0351. Zito. Offered periodically. 4 points.
The Chinese word for religion means “teaching.” “Teaching” immediately implies someone else besides the self. Belief in China has always been theorized and practiced as mediated by the presence of others, miraculous and mun-
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**

V90.0404  Identical to V27.0404. Meineche. 4 points.
See description under Classics (27).

**Jewish Responses to Modernity:**

Religion and Nationalism

V90.0470  Identical to V78.0719. 4 points.
See description under Hebrew and Judaisc Studies (78).

Confessional Culture from Augustine to Oprah

V90.0561  Pellegrini. Offered every other year. 4 points.
Traces the different uses and forms “the confession” has taken in Western culture. How has the confession evolved from a specifically religious practice to become a genre of self-making in a putatively secular modernity? A consistent concern is 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

V90.0566  Identical to V57.0566, V18.0790. Hull. 4 points.
See description under History (57).

The Land of Israel Through the Ages

V90.0609  Identical to V77.0609, V78.0141, V57.0540. Schiffman. 4 points.
See description under Hebrew and Judaisc Studies (78).

Jews in the Islamic World in the Modern Period

V90.0610  Identical to V77.0616, V78.0114. 4 points.
See description under Hebrew and Judaisc Studies (78).

Jews and Christians in the Ancient World

V90.0611  Identical to V27.0611, V78.0128. Becher. Offered periodically. 4 points.
Students acquire a basic knowledge of the early history of Judaism and Christianity. However, on the theoretical level, the course aims to provide students with a forum for asking some of the questions most relevant to religious studies: Are we to use self-definition, typology, or both in our formulating religious categories? How do certain categories help and hinder our understanding of religious and other social phenomena? What is the relationship between ideology and social world? How do we learn about the “real” world from literary evidence?

Religion, State, and Politics

V90.0613  Offered periodically. 4 points.
Introduces students to the debate on secularism by following a comparative approach. Students first gain basic knowledge related to the emergence and development of the secularization paradigm. In a second step, they confront it with empirical data. Concretely, this course introduces different examples of state-religion relationships and discusses the impact of the respective historical experiences and religio-cultural backgrounds on them. This agenda serves to develop a critical overview on 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

V90.0645  Zito. Offered periodically. 4 points.
Introduces the long-standing and complex connection between religious practices and various media. Analyzes how human hearing, vision, and the performing body have been used historically to express and maintain religious life through music, voice, images, words, and rituals. Time is then spent on more recent electronic media such as radio, film, television, video, and the Internet. An anthropological/historical perspective on studying religion is pursued. Prior course work in religious studies, anthropology, or media studies would be helpful but is not necessary if you are willing to work hard.

Religion, Sexuality, and Public Life

V90.0646  Pellegrini. Offered periodically. 4 points.
This 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, while 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

V90.0650  4 points.
The emphasis of this course varies each year and is designed to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included Christianity and culture, American evangelicalism, religion and violence, and post-colonialism.
Martyrdom, Ancient and Modern
V90.0660  Identical to V27.0646. Becker. Offered every other year. 4 points.
Examines the theory and practice of martyrdom in the West. Begins with a close study of the development of the martyrological discourse in classical, early Christian, early Jewish, and Muslim literature and culture. Also traces how the concept of martyrdom is deployed in modern culture in various phenomena, such as the “Columbine martyrs,” “martyrdom operations” (suicide bombers), political martyrdom, and modern notions of holy war.

Perspectives on Islam
V90.0665  Identical to V77.0665. Katz. 4 points.
See description under Middle Eastern and Islamic Studies (77).

History of Judaism: The Classical Period
V90.0680  Identical to V77.0680, V78.0100. Rubenstein, Schiffman. 4 points.
See description under Hebrew and Judaic Studies (78).

Judaism: From Medieval to Modern Times
V90.0683  Identical to V78.0111, V57.0098, V77.0680. 4 points.
See description under Hebrew and Judaic Studies (78).

Introduction to Egyptian Religion
V90.0719  Identical to V77.0719. Goélet. 4 points.
See description under Middle Eastern and Islamic Studies (77).

The Civilizations and Religions of the Ancient Near East
V90.0790  Identical to V77.0790. 4 points.
See description under Middle Eastern and Islamic Studies (77).

The Dead Sea Scrolls
V90.0807  Identical to V78.0131. Schiffman. 4 points.
See description under Hebrew and Judaic Studies (78).

Modern Perspectives on the Bible
V90.0809  Identical to V77.0809, V78.0126. Von Dassow. 4 points.
See description under Hebrew and Judaic Studies (78).

Gender and Judaism
V90.0815  Identical to V78.0718, V18.0732. Wolfson. 4 points.
See description under Hebrew and Judaic Studies (78).

Anthropology of Religion
V90.0829  Identical to V14.0030. 4 points.
See description under Anthropology (14).

Introduction to Buddhism
V90.0832  Identical to V33.0832. Offered periodically. 4 points.
An introduction to 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
V90.0835  Identical to V33.0835. 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
V90.0863  Identical to V77.0863. Chelkowski. 4 points.
See description under Middle Eastern and Islamic Studies (77).

Cultures and Contexts: Islamic Societies
V55.0502  4 points.
Examines the major social, cultural, and political transformations of the Middle East from late antiquity through the mid-13th century A.D. in the context of the formation and evolution of Islamic culture and polity. In particular, an examination of the emergence and development of key concepts, practices, and cultural motifs of the medieval Islamic tradition; thus, the survey presents a social and cultural history of religion.

Internship
V90.0980,0981  Prerequisite: permission of the instructor. 1 to 4 points.

Independent Study
V90.0997,0998  Prerequisite: permission of the instructor. 1 to 4 points.
Through a broad range of courses in Russian and Czech language, literature, politics, history, and culture, the department aims to give students a thorough understanding of one of the most interesting and significant countries in the world today. Language courses develop a practical skill useful for careers in international business, diplomacy, journalism, law, and other professions. A series of courses centered on contemporary issues, as well as those that treat the great Russian achievements in poetry, fiction, and art, prepare students to meet modern needs. NYU’s study abroad site in Prague also offers a number of courses for students interested in Czech, Central European, and Russian cultures.

Courses are offered by an internationally known faculty. Students are encouraged to work at internships with charitable and business organizations that have connections with Russia.

New York City has the largest Russian community in the United States; it offers varied cultural activities, Russian newspapers, and bookstores. The New York Public Library is an outstanding repository of Russian and Slavic materials.
Courses

All courses from V91.0001 through V91.0004 meet three times a week. All lower-division Russian language courses are closed to native speakers except Russian Grammar and Composition I and II (V91.0005,0006).

Elementary Russian I
V91.0001 Offered in the fall. 4 points per term.
Intended to give beginners a speaking and reading knowledge of the Russian language. Involves an introduction to the essentials of Russian grammar and the reading of graded texts, with special emphasis on the acquisition of an idiomatic conversational vocabulary. Combines the traditional grammatical approach with a conversational, inductive method.

Elementary Russian II
V91.0002 Offered in the spring. 4 points per term.

Intermediate Russian I
V91.0003 Prerequisite: V91.0002 or equivalent. Offered in the fall. 4 points.
Grammar review, vocabulary building, and drills in spoken Russian.

Intermediate Russian II
V91.0004 Prerequisite: V91.0003 or equivalent. Offered in the spring. 4 points.
Vocabulary building, idiomatic expressions, and drills in spoken Russian.

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 Studies

Credit for independent study is available for Russian and Slavic studies majors only, to a maximum of 8 points.

Internships

Credit for internships is available for undergraduate majors only, to a maximum of 4 points.

Honors Program

Students in the honors program 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 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.
Russian Grammar and Composition II
V91.0006 Formerly Russian Grammar Review II. Prerequisite: V91.0005 or basic competence in reading and writing Russian. Offered in the spring. 4 points. Completion of this course satisfies the foreign language requirement. The following advanced Russian courses are offered on a rotation basis:
• Russian Film (viewing and discussion of Russian and Soviet films)
• Russian Press (reading and discussion of newspaper and magazine articles)
• Readings in Russian Literature (reading and discussion of short stories by Russian and Soviet writers)
• Soviet and Russian Theatre (reading, viewing, and analysis of Russian dramatic works, with background readings on Russian theatre)
• Social Issues in Russian Culture (reading and discussion of articles on important social and cultural topics)
All advanced Russian courses are repeatable.

Advanced Russian I
V91.0107 Prerequisite: V91.0004, V91.0006, or equivalent. Offered in the fall. 4 points.

Advanced Russian II
V91.0108 Prerequisite: V91.0004, V91.0006, or equivalent. Offered in the spring. 4 points.

Advanced Russian III
V91.0109 Formerly V91.0111. Prerequisite: V91.0004, V91.0006, or equivalent. Offered in the fall. 4 points.

Elementary Czech I and II
V91.0201,0202 Fryšák. Offered in the fall and spring. 4 points. Introduction to the basic skills—speaking and reading. Essentials of Czech grammar, reading of graded texts, and conversation on everyday subjects. Vocabulary building. Essentials of writing.

Intermediate Czech I and II
V91.0203,0204 Fryšák. Offered every year. 4 points. Grammar review. Reading and discussion of selected contemporary texts. Standard literary Czech and the spoken variety of the language. Vocabulary building and development of writing skill.

LITERATURE AND CIVILIZATION COURSES
All courses are conducted in English unless otherwise noted.

Introduction to Russian Literature I
V91.0811 Offered in the fall. 4 points. A survey of the Russian literature of the first half of the 19th century, from romanticism to the beginning of realism. The reading list includes major works by Pushkin, Lermontov, Gogol, and Dostoevsky. All works are read in translation.

Introduction to Russian Literature II
V91.0812 Offered in the spring. 4 points. A survey of the Russian literature of the second half of the 19th century, as well as selected works from the period between 1900 and 1917. Authors covered include Dostoevsky, Turgenev, Tolstoy, and Chekhov. All works are read in translation.

Gogol
V91.0828 Offered every other year. 4 points. A critical examination of the great Ukrainian-Russian humorist’s short stories and of his unfinished novel Dead Souls.

Contemporary Central and Eastern European Literature
V91.0832 Borenstein. Offered every other year. 4 points. An examination of contemporary novels and short stories from Central and Eastern Europe (Poland, the former Czechoslovakia, the former Yugoslavia, Albania, and Hungary), primarily the literature of the last 50 years. The problems of “minor” literature, postmodernism, and the attempt to articulate “authentic” experience are emphasized. Authors read include Kafka, Kundera, Hrabal, Kosinski, Schulz, Gombrowicz, Kristof, Kadare, Kis, Pavic, and Ugresvi. All works are read in translation.

Utopia, Apocalypse, and the Millennium
V91.0833 Borenstein. Offered every other year. 4 points. The development of utopianism in literature, philosophy, and political theory, as well as attempts to put utopian theory into action. What does it mean to posit a perfect world, and what is the relationship between such an ideal world and our less-than-perfect reality? What are the impulses behind anti-utopianism? The recent resurgence of utopianism and apocalypticism is examined (for example, millenian “cults,” the millennium bug). Readings include Plato, More, Bellamy, Dostoevsky, Marx, Zamyatin, Orwell, Huxley, LeGuin, and Revelation.

Chekhov
V91.0837 Offered every other year. 4 points. Study of major techniques in Chekhov’s short story writing; analysis of his influence on the development of the Russian and European 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
V91.0839 Offered every other year. 4 points. The major philosophical and religious themes of Dostoevsky as they are reflected in his works. Notes from the Underground, Crime and Punishment, The Idiot, The Brothers Karamazov; and major short stories form the main part of the course. Examines Dostoevsky’s concepts of freedom, history, and Christianity.

Theory of the Avant-Garde, East and West, 1890-1930
V91.0841 Identical to V29.0841. V41.0730. Offered every other year. 4 points. Theory and practice of the European avant-garde in art and literature, 1890-1930. General cultural and historical approach to the avant-garde, with close readings of some of its key productions. Topics: cubism, Italian futurism, Russian cubo-futurism, imagism and vorticism, Dadaism, constructivism, and surrealism. Styles aesthetic, historical, and
political interconnections between the Russian avant-garde and the West. Readings are in English, but comparative literature majors are encouraged to read works in the original language.

**Russian Literature in the Original I**
V91.0847 Prerequisite: at least one semester of Advanced Russian or near-native fluency in Russian. Offered in the fall. 4 points.
Students read Russian prose and poetry in the original language. Class discussions and papers are also in Russian.

**Russian Literature in the Original II**
V91.0848 Prerequisite: at least one semester of Advanced Russian or near-native fluency in Russian. Offered in the spring. 4 points.
Students read Russian prose and poetry in the original language. Class discussions and papers are also in Russian.

**Introduction to Soviet Cinema**
V91.0850 Lampsik. Offered every year. 4 points.
An examination of the history of Russian cinema from its beginnings. The main focus is on landmarks of cinematic art and on the cultural specificity of Russian cinema. The survey also includes questions of cinema and politics (cinema as a propaganda tool), and cinema and the market. Artists discussed include Eisenstein, Vertov, Pudovkin, Kuleshov, Barner, Shub, Kozintsev, Trauberg, and Tarkovsky. Topics include cinema and revolution, the cinema of the Russian avant-garde and constructivism, cinema and totalitarianism, and socialist realism in film.

**Soviet and Post-Soviet Literature**
V91.0852 Boreinstein. Offered every other year. 4 points.
An introduction to Russian 20th-century fiction, concentrating on the two periods of greatest cultural ferment: 1920s modernism and late/post-Soviet postmodernism. After the 1917 revolution, Bolshevik ideology held that the Old World would be utterly destroyed, to be replaced by a new society populated by New Soviet Men. The experience of Russia in the 20th century can be viewed as the failed attempt to put radical theory into everyday practice, a grand scheme of social engineering that would inevitably be reflected in the country’s literature.

**Legacies of Serfdom and Slavery in Russian and American Literature**
V91.0854 Lounsbery. Offered every other year. 4 points.
Readings and discussions address how American slaves and Russian serfs wrote and were written about in the two countries’ literary traditions. Topics include both the ways in which subjugated people attempted to represent themselves to the dominant culture and the difficulties that members of the dominant culture confronted in writing about people whose experiences were largely inaccessible to them. Particular attention is paid to how categories such as “slave,” “peasant,” “white,” and “black” have changed over time and to how unfree people worked to turn perceived-as cultural lacks into aesthetic advantages.

**INDEPENDENT STUDY COURSES**
Open only to students majoring in the department.

**Internship**
V91.0980
Native speakers of Russian may obtain internship credit by working with Russian language students and assisting language instructors. See the director of undergraduate studies for further details. Internship in other organizations requires description of duties and approval by the director of undergraduate studies, as well as a final thesis.

**Independent Study**
V91.0997,0998
A maximum of 8 points of independent study may be counted toward an undergraduate major (not toward a minor). Before registering, students must submit an one-page typed description of the proposed project to the director of undergraduate studies and the proposed professor.
Students in the College of Arts and Science (CAS) can apply to craft and complete a self-designed honors major, rather than one of the existing majors in the College. This new major enables a small number of very capable and highly motivated students to pursue a plan of study that brings together courses from more than one CAS department or program. 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 between individuals, groups, institutions, and governments. In the department, a commitment to historical inquiry coexists with applied knowledge about such modern developments as intensified urbanization, transnational trade and exchange, and migration of peoples.

SCA houses and integrates the activities of six interdisciplinary programs—Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies—along with the range of degrees and concentrations offered in these programs. In their teaching and research, SCA students and faculty are encouraged to make intersectional links between the areas of interest on which the programs focus. New York City is a crucible for the department’s work, both in its community orientation and its connections to global networks.

Study in SCA thus provides excellent background for careers in such fields as community organizing, legal advocacy, nonprofit administration, public policy, and urban and regional planning, among many others. SCA students can elect to major in social and cultural analysis or to major or minor in one of the following interdisciplinary programs within the department: Africana Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, or Metropolitan Studies. The department also offers a minor in American studies. For detailed information, see the entries for these individual programs in this bulletin.
### Program

**MAJOR**

The major in social and cultural analysis consists of introductory, elective, and research components, which together make up a total of 11 courses, as described below. Students choose two of the six program areas within SCA and concentrate their introductory and elective courses in these areas: Africana Studies, American Studies, Asian/Pacific/ American Studies, Gender and Sexuality Studies, Latino Studies, or Metropolitan Studies.

**Three introductory courses** (can be taken in any order):

- Concepts in Social and Cultural Analysis (V18.0001), an introduction to key terms and analytical categories for interdisciplinary work in social and cultural analysis and related fields, is required. This course fulfills the Societies and Social Sciences Morse Academic Plan (MAP) requirement.

In addition, two courses are required from among the following (one in each program area of focus):

- Approaches to Africana Studies (V18.0101) or of the MAP courses Cultures and Contexts: The African Diaspora (V55.0532) or Cultures and Contexts: Africa (V18.0505)
- Approaches to American Studies (V18.0201)
- Approaches to Asian/Pacific/American Experience (V18.0301) or the MAP course Cultures and Contexts: Asian/Pacific/American Cultures (V55.0539)
- Approaches to Gender and Sexuality Studies (V18.0401)
- Approaches to Latino Studies (V18.0501) or the MAP course Contemporary Latino Cultures (V55.0529)
- Approaches to Metropolitan Studies (V18.0601) or Cities in a Global Context (V18.0602)

**Six elective courses**:

Six courses distributed across two of the six different programs within the department (Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies)

**Two research courses**:

- Internship Fieldwork (V18.0040) and Internship Seminar (V18.0042), pertinent to social and cultural analysis
- Senior Research Seminar (V18.0090), pertinent to social and cultural analysis

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

**MINOR**

The minor requires five courses: Concepts in Social and Cultural Analysis (V18.0001) and 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 (overall and in the major) are encouraged to register for Honors (V18.0092) in the first semester of their senior year. Upon successful completion of the course requirements, students will be eligible to register for the second semester of the course: Honors (V18.0093). Information about honors can be found at [http://sca.as.nyu.edu/object/sca.related.honors](http://sca.as.nyu.edu/object/sca.related.honors).

### Courses

**Concepts in Social and Cultural Analysis**

V18.0001  Offered every semester. 4 points.

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

**Senior Research Seminar**

V18.0090  Prerequisites: V18.0001, and one of the following introductory courses: V18.0101, V18.0201, V18.0301, V18.0401, V18.0501, or V18.0601. 4 points.

An advanced research course in which students work individually and/or collaboratively on a research project pertaining to the major in social and cultural analysis or the programs in Africana Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, or Metropolitan Studies. Majors should enroll in the fall semester of their senior year.
INTERNSHIP PROGRAM

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

Internship Seminar
V18.0042 Corequisite: V18.0040.
Prerequisites: majors must have taken one course in the introductory sequence and one elective. Open to juniors and seniors. Interview and permission of the director of internships required. 2 points.

The internship complements and enhances the formal course work of the SCA majors. Students intern at agencies dealing with a range of issues pertaining to their major and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytic tools, and (3) to assist students in exploring professional career paths.

ELECTIVE COURSES WITHIN SCA PROGRAMS

Please see electives under the following:
Africana Studies (18)
American Studies (18)
Asian/Pacific/American Studies (18)
Gender and Sexuality Studies (18)
Latino Studies (18)
Metropolitan Studies (18)
Wright Mills once defined sociology as the intersection of history and biography. That is, sociology studies the ways that social structures and interactions shape human experience. Sociologists seek to understand the full range of social institutions and practices, from the dynamics of couples and small groups to the shape of institutions such as the church, occupations, and the family to the functioning of communities, cities, and whole societies. Sociological methods of research are diverse, ranging from the quantitative analysis of large surveys to qualitative approaches, such as in-depth interviewing, participant observation, and historical investigation.

The Department of Sociology at NYU reflects the diversity of the discipline. The faculty includes experts in deviance, law, and crime; organizations, occupations, and work; politics, social protest, and social policy; education, inequality, and social mobility; culture, art, and mass media; urban community and the global city; and sex, gender, and the family. The department encourages students to study issues from a variety of perspectives and to develop a “sociological imagination” that enables them to analyze social arrangements and problems. Whether the goal is to become an informed citizen or an expert in a special field, the department offers the tools and knowledge to help students make sense of the world around them.

**Faculty**

Professors Emeriti:
- Heydebrand, Lehman, Schur, Wrong

University Professors;
- Professors of Sociology:
  - Calhoun, Conley, Sennett

Silver Professors; Professors of Sociology:
- Duster, Jasso

Collegiate Professor; Professor of Sociology:
- Gerson

Professors:
- Brenner, Corradi, Garland,
  - Goodwin, Greenberg, Guthrie,
  - Haney, Heyns, Horowitz, Jackson,
  - Klinenberg, Lukes, Manza,
  - Marwell, Molotch, Persell, Stacey, Wu

Assistant Professors:
- Arum, Chibber, Dixon, Ertman,
  - Maisel, Royster

Program

**MAJOR**

Students majoring in sociology must fulfill the following requirements:
- An introductory course:
  - V93.0001, V93.0002, V93.0003, or V93.0010
- Research Methods (V93.0301)
- Statistics for Social Research (V93.0302)
- Sociological Theory (V93.0111)
- Two advanced seminars:
  - V93.0934, V93.0936, V93.0937, or V93.0938
  (Research Practicum in Qualitative Methods, V93.0801, may substitute for one of the seminars)
- Three electives from other courses or seminars in sociology

Students must have grades of C or better in their major courses. Of the nine courses required for the major, at least five must be taken at this College.
MINOR
An introductory course plus three other elective courses. At least two courses must be taken at this College. Students must have grades of C or better in their minor courses.

HONORS PROGRAM
Students with at least a 3.65 cumulative GPA and in the major (or with permission of the director of undergraduate studies) may elect to participate in our honors program.

Students begin the honors program in the fall of their senior year. All honors students must take a required senior honors research seminar in which they develop and structure their research projects. One semester of the honors research seminar may substitute for one of the two required advanced seminars. The faculty member teaching the course assists the student in finding substantive and methodological advisers among the faculty.

Students complete their thesis in the spring semester. They must take a second semester of the honors research seminar at that time, as well as work under the supervision of their selected adviser.

Honors students are also encouraged to take graduate courses when appropriate. These courses should stimulate and deepen understanding of sociology and 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.

Courses

The courses listed below are open to all interested students. There are no prerequisites unless otherwise specified.

INTRODUCTION TO SOCIOLOGICAL ANALYSIS

Introduction to Sociology
V93.0001 Arum, Conley, Lehman, Marswill, Moditch. Offered every semester. 4 points.
Survey of the field of sociology: its basic concepts, theories, and research orientation. Threshold course that provides the student with insights into the social factors in human life. Topics include social interaction, socialization, culture, social structure, stratification, political power, deviance, social institutions, and social change.

Introduction to Sociology
V93.0002 Honors course. Lehman, Persell. Offered every two years. 4 points.
How sociologists view the world compared to common sense understandings. Exposes students to the intellectual strategies at the center of modern sociology, but also shows that sociological analysis does not occur in a historical vacuum. Sociology attempts to explain events, but it is also a historical product like other human belief systems. Addresses the human condition: where we came from, where we are, where we are headed, and why. Same topics as V93.0001, but more intensive. Recommended for students who would like to be challenged.

Great Books in Sociology
V93.0003 Brenner, Chibber, Corradi, Goudcin. Offered every three years. 4 points.
Original thinkers in sociology—their pathbreaking works and challenging views. Critical explanation and analysis of the principles and main themes of sociology as they appear in these works. Topics include the social bases of knowledge, the development of urban societies, social structure and movements, group conflict, bureaucratic organization, the nature of authority, the social roots of human nature, suicide, power and politics, and race, class, and gender.

METHODS OF INQUIRY

Research Methods
V93.0301 Arum, Conley, Gerson, Haney, Jackson, Miazel, Morning, Persell. Offered every semester. 4 points.
Examines the several methodologies employed in sociological analysis. Studies the relationship between the sociological question raised and the method employed. Some methods covered include survey design and analysis, unobtrusive measures, historical sociology, interviews, content analysis, and participant observation. Introduction to methods of quantitative data processing.

Statistics for Social Research
V93.0302 Only one of these courses—V31.0018, V63.0012, V89.0010, and V93.0302—can be taken for credit. Conley, Greenberg, Miazel. Offered every semester. 4 points.

SOCIOLOGICAL THEORY

Sociological Theory
V93.0111 Prerequisite: one previous course in sociology, junior standing, or permission of the instructor. Brenner, Corradi, Ertman, Goudcin, Lakes. Offered every semester. 4 points.
Examines the nature of sociological theory and the value of and problems in theorizing. Provides a detailed analysis of the writings of major social theorists since the 19th century in both Europe and America: Tocqueville, Marx, Durkheim, Weber, Simmel, Freud, Mead, Parsons, Merton, Goffman, Habermas, Giddens, Alexander, and Bourdieu.
LAW, DEVIANCE, AND CRIMINOLOGY

Law in Society
V93.0413 Dixon, Duister, Greenberg. Offered every year. 4 points.
Sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of law; uses of law to overcome social disadvantage. Topics: “limits of law,” legal disputes and the courts, regulation, comparative legal systems, legal education, organization of legal work, and lawyers’ careers.

Deviance and Social Control
V93.0502 Identical to V62.0502. Dixon, Greenberg, Horowitz. Offered every year. 4 points.
How statuses and behaviors come to be considered deviant or normal; theories of causation, deviant cultures, communities, and careers. Functioning of social control agencies. The politics of deviance. Consideration of policy implications.

Criminology
V93.0503 Identical to V62.0503. Dixon, Garland, Greenberg. Offered every year. 4 points.
Examines the making of criminal laws and their enforcement by police, courts, prisons, probation and parole, and other agencies. Criminal behavior systems, theories of crime and delinquency causation, victimization, corporate and governmental crime, and crime in the mass media. Policy questions.

SOCIAL PSYCHOLOGY AND COMMUNICATIONS

Communication Systems in Modern Societies
V93.0118 Maisel. Offered every three years. 4 points.
The media and mass communication in social context. Deals primarily with contemporary American media: television, radio, newspapers, magazines, and film. Formal and informal patterns of media control, content, audiences, and effect. The persuasive power of the media, the role of the media in elections, and the effects on crime and violence. Does not deal with instructional media or aesthetic criticism.

Social Psychology
V93.0201 Horowitz. Offered every three years. 4 points.
Examines emotional experience and expression; language and communication; self, identity, and biography; time conceptions, experiences, and practices; and the variations in the character of the “individual,” historically and culturally. Each area of discussion and analysis is concerned with processes of social interaction, social organization, and the socialization of persons. Focuses special attention on organizational, historical, and ideological contexts.

SEX, GENDER, AND THE FAMILY

Sex and Gender
V93.0021 Identical to V18.0704. Gerson, Haney, Jackson, Stacey. Offered every year. 4 points.
What forms does gender inequality take, and how can it best be explained? How and why are the relations between women and men changing? What are the most important social, political, and economic consequences of this “gender revolution”? The course provides answers to these questions by examining a range of theories about gender in light of empirical findings about women’s and men’s behavior.

The Family
V93.0451 Identical to V18.0724. Gerson. Offered every year. 4 points.
Introduction to the sociology of family life. Addresses a range of questions: What is the relationship between family life and social arrangements outside the family (for example, in the workplace, the economy, the government)? How is the division of labor in the family related to gender, age, class, and ethnic inequality? Why and how have families changed historically? What are the contours of contemporary American families, and why are they changing?

Childhood
V93.0465 Heyns. Offered every two years. 4 points.
Explores the theories of Aries, Rousseau, and Locke to understand and compare children as miniature adults, as symbolic figures representing the state of nature or innocence, and as essential to the discourse and limits of human rights. Examines the origins and development of services for children, beginning with juvenile courts, children’s hospitals, asylums for orphans, and homes for the dependent in 19th-century America. Aims to enlarge our vision of childhood by examining diverse institutions and practitioners in the public realm, beyond families and schools. Compares the emergence and development of specialized services for children with other forms of professionalism, particularly in medicine, law, and social welfare.

Sexual Diversity in Society
V93.0511 Identical to V18.0725. Greenberg, Stacey. Offered every year. 4 points.
Variation in human sexuality. Explores the social nature of sexual expression and how one arrives at erotic object choice and identity. Past and contemporary explanations for sexual variation. Heterosexuality, homosexuality, bisexuality, transvestism, transgenderism, incest, sadomasochism, rape, prostitution, and pornography. Origin of sexual norms and prejudices. Lifestyles in the social worlds of sexual minorities. Problems of sexual minorities in such institutions as religion, marriage, polity, economy, military, prison, and laws. The politics of sex.

ORGANIZATIONS, OCCUPATIONS, AND WORK

Work and Careers in the Modern World
V93.0412 Heyns. Offered every three years. 4 points.
Evaluation of definitions, nature, and development of occupations and professions. Occupational associations such as guilds, trade associations, and labor unions. Individual personalities and their relations to occupational identities; concepts of mobility; career and 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
V93.0135  Identical to V18.0803. Conley, Duster, Morning. Offered every two years. 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
principles relating to the decline of prejudice and discrimination.

Wealth, Power, Status: Inequality in Society
V93.0137  Prerequisite: Introduction to Sociology (V93.0001) recommended but not required. Chibber, Conley,
Guthrie, Heyns, Jackson, Manza, Persell, Torche. Offered every year. 4 points.
Sociological overview of the causes and consequences of social inequality. Topics include the concepts,
theories, and measures of inequality; race, gender, and other caste systems; social mobility and social
change; institutional supports for stratification, including family, schooling, and work; political power and
the role of elites; and comparative patterns of inequality, including capitalist, socialist, and postcapitalist societies.

Social Movements, Protest, and Conflict
V93.0205  Goodwin. Offered every two years. 4 points.
Why and how do people form groups to change their society? Analyzes reformist, revolutionary,
and nationalist struggles; their typical patterns and cycles; and the role of leaders as well as symbols,
slogans, and ideologies. Concentrates on recent social movements such as civil rights, feminism, ecology, the anarcho
movement, and the New Right; asks how these differ from workers’ movements. Examines reformist
versus radical tendencies in political movements.

American Capitalism in Theory and Practice
V93.0586  Chibber. Offered every two years. 4 points.
Investigates two governing principles of American society: the fact that it is a market society and the
fact that it is a democracy. Examines how the fact of its being a capitalist democracy affects the
distribution of goods, rights, and powers. Course themes discuss not only the question of whether capitalist markets are efficient, but also
the question of whether market outcomes serve the ends of democracy and justice. Explores the ways
in which efficiency can sometimes come into conflict with justice, and how just institutions can in
turn have a beneficial impact on efficiency.

Politics, Power, and Society
V93.0471  Bruner, Ertman, Lehm. Offered every two years. 4 points.
The nature and dimensions of power in society. Theoretical and empirical material dealing with
national power structures of the contemporary United States and with power in local communities.
Topics include the iron law of oligarchy, theoretical and empirical considerations of democracy, totali-
tarianism, mass society theories, voting and political participation, the political and social dynamics of
advanced and developing societies, and the political role of intellectuals. Considers selected models for
political analysis.

EDUCATION, ART, RELIGION, CULTURE, AND SCIENCE

Education and Society
V93.0415  Prerequisite: Introduction to Sociology (V93.0001) recommended but not required. Arum, Heyns,
Persell. Offered every two years. 4 points.
Examines the relationship between education and other societal institutions in America and other
nations. Considers such educational ideas as IQ, merit, curriculum, tracking, and learning, as
well as the bureaucratic organization of education as sociologically problematic. Analyzes the role of
teachers, their expectations, and how they interact with students—particularly those of different social
genders, classes, and ethnic groups.

Sociology of Music, Art, and Literature
V93.0433  Corradi, Ertman. Offered every two years. 4 points.
Production, distribution, and consumption of music, art, and literature in their social contexts.

URBAN COMMUNITIES, POPULATION, AND ECOLOGY

Social Policy in Modern Societies
V93.0313  Heyns. 4 points.

Immigration
V93.0452  Jasso. Offered every two years. 4 points.
After a brief historical study of immigration trends, this course focuses on the causes and processes
of contemporary international migration; the economic incorporation of new immigrants into the
U.S. economy; the participation and impact of immigrants on the political process; the formulation
and practice of immigration law; intergroup relations between immigrants and native-born
Americans; and the construction of new racial, ethnic, class, gender, and sexual identities.

Cities, Communities, and Urban Life
V93.0460  Identical to V18.0760. Bruner, Hornstein, Molotch. Offered every year. 4 points.
Introduction to urban sociology. Historical development of American cities and theories about
cities. Ongoing processes of urban community life. Are cities sites of individual opportunity and rich
communal life, or are they sources of individual pathology and community decline? What social, eco-
nomic, and political factors promote one outcome or the other? How do different groups fare in the
urban context, and why?
COMPARATIVE SOCIOLOGY

Comparative Modern Societies
V93.0133 Chibber, Corradini, Ertman, Guthrie, Haney. Offered every two years. 4 points.
The theory and methodology of the study of modern societies and their major components. Examines several modern societies with different cultural backgrounds as case studies with respect to the theories and propositions learned. Attempts to synthesize sociologically the nature of modernity and its implications for the individual, his or her society, and the world.

SOCIAL POLICY AND SOCIAL PROBLEMS

Social Policy in Modern Societies
V93.0313 Haney, Heyns. Offered every two years. 4 points.
Examination of the controversies and research concerning the development of welfare states and public social provision. Special attention to the U.S. public social spending system, in historical and comparative perspective. Explanations of developments in social policies and an assessment of their applicability to the American welfare state and those of other societies.

Contemporary Social Problems
V93.0510 Chibber, Dixon, Persell. Offered every two years. 4 points.
Examination of some of the public problems Americans face today, as well as the tools we have for recognizing and attempting to solve them. Aims to create knowledgeable, critical citizens capable of understanding and contributing to public debates. Examines the political, economic, and cultural structures that generate and shape social problems.

TOPICS COURSE

Topics in Sociology
V93.0970,0971 Offered every year. 4 points.

SEMINARS

The Department of Sociology offers a number of seminars each semester. These seminars, with regular and visiting faculty, cover a wide range of topics. Recent seminars have included Sociology and Science Fiction, American Families in Transition, Gender Politics and Law, The Welfare State, The Sociology of Childhood, Human Nature and Social Institutions, Explaining September 11, and many others. Please consult the department for the seminars offered each semester.

Advanced Seminar in Sociology
V93.0934 to V93.0949
Prerequisites: junior standing and three courses in sociology, including Introduction to Sociology (V93.0001), or written permission of the instructor. 4 points.
See the student services administrator for content and other information.

Senior Honors Research Seminar
V93.0950,0951 Required both semesters of senior year for all honors students. 4 points.
Assists students in designing and completing senior thesis projects and finding appropriate faculty advisers.

INDEPENDENT STUDY

Independent Study
V93.0997,0998 Prerequisite: permission of the department. 2 or 4 points per term.
Intensive research under the supervision of a department faculty member.

GRADUATE COURSES OPEN TO UNDERGRADUATES

Under special circumstances, courses offered in the sociology graduate program are open to qualified sociology majors with the permission of the instructor.
The minor in South Asian studies, which is administered by the Department of Middle Eastern and Islamic Studies, provides students with a broad comparative perspective on South Asia and the opportunity for greater concentration on a specific area of interest and geographical locale. Students might choose, for instance, to study a language and its literature, explore aspects of the colonial and postcolonial histories of South Asia, investigate the art and architecture of the region, explore contemporary political dynamics, or analyze the literary forms of the South Asian diaspora. The course of study encompasses a range of disciplines, including anthropology, history, political science, fine art, literature, and two modern languages (Hindi and Urdu). Through a consortial exchange program with Columbia University, students may also study one of the region’s many modern or classical languages.

Program

The minimum requirements for the completion of a minor program are four 4-point courses (16 points) chosen in consultation with the South Asian studies faculty adviser. Students can pursue three broad areas of concentration:

Track A: Language provides students with a solid foundation in a modern Indian language. Students must complete a four-semester sequence of either Hindi or Urdu, provided that these courses are not also used to satisfy the CAS foreign language requirement.

Track B: History, Culture, and Politics fosters a broad interdisciplinary perspective on South Asia. All four courses must be nonlanguage courses.

Track C: Culture and Language combines Tracks A and B. Students must take two language courses at the intermediate level (provided that these courses are not also used to satisfy the CAS foreign language requirement) or advanced level, plus two nonlanguage South Asian studies courses.

A MAP Cultures and Contexts course on South Asia—in particular, Cultures and Contexts: India (V55.0516)—may be counted toward the nonlanguage minor requirement. With prior approval, one independent study course can count toward the four courses required for a minor. At least three of the four courses must be completed at NYU. The South Asian studies faculty adviser will determine the eligibility of courses taken in study abroad programs or in institutions not part of the consortial exchange.

Courses

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328 • SOUTH ASIAN STUDIES
MIDDLE EASTERN AND ISLAMIC STUDIES

LANGUAGE, LITERATURE, AND CULTURE COURSES THROUGH NYU

Elementary Urdu I and II
V77.0301,0302

Intermediate Urdu I and II
V77.0303,0304

Elementary Hindi I and II
V77.0405,0406

Intermediate Hindi I and II
V77.0407,0408

Advanced Hindi I and II
V77.0409,0410

What Is Islam?
V77.0691

Modern South Asian Literature
V77.0717

Introduction to Ancient Indian Literature
V77.0718

Seminar: Women and Islamic Law
V77.0783

The Sufis: Mystics of Islam
V77.0863

LANGUAGE COURSES THROUGH CONSORTIUM WITH COLUMBIA UNIVERSITY

Elementary/Intermediate Punjabi I and II
V77.0422 to V77.0425

Elementary/Intermediate Bengali I and II
V77.0426 to V77.0429

Elementary/Intermediate Tamil I and II
V77.0430 to V77.0433

MORSE ACADEMIC PLAN

Cultures and Contexts: India
V55.0516

POLITICS

Comparative Politics of South Asia
V53.0562

RELIGIOUS STUDIES

Religions of India
V90.0337

Introduction to Buddhism
V90.0832

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Ancient Indian Literature
K20.1266

South Asian Writers
K20.1335

TISCH SCHOOL OF THE ARTS

Indian Cinemas
H72.0105

SOCIAL AND CULTURAL ANALYSIS

History and Literatures of the South Asian Diaspora
V18.0313

Theories of Gender and Sexuality
V18.0472
The department boasts one of the most prestigious and innovative programs in the country. Students with an interest in the Spanish and Portuguese languages, and/or in the literatures and cultures of Spain and Portugal, Spanish America, and Brazil, can take a wide range of courses on literary and cultural topics with a world-class faculty. The department offers a total of six majors: Spanish and Latin American literatures and cultures, Luso-Brazilian language and literature, Latin American studies, Iberian studies, Romance languages, and Spanish and linguistics. In addition, minors are offered in Spanish, Portuguese, Latin American studies, and Iberian studies. An honors program for highly qualified students culminates in the writing of an honors thesis during the student’s senior year. Students majoring in the department are encouraged to participate in the NYU in Madrid and NYU in Buenos Aires programs or in one of NYU’s exchange programs in Latin America. Students can also benefit from the department’s frequent collaboration with NYU’s Center for Latin American and Caribbean Studies and its King Juan Carlos I of Spain Center. In addition, the department’s students take advantage of a number of unique New York City resources, such as the Instituto Cervantes, the Hispanic Society of America, the Museo del Barrio, and the Repertorio Español.
Program—Portuguese (87)

Major

Luso-Brazilian language and literature: Nine courses in language, literature, and culture, beyond the intermediate Portuguese language course (V87.0003, V87.0004, or V87.0021). Portuguese courses at the graduate level and related courses in other departments may also be counted toward the major with the permission of the director of undergraduate studies.

Minor

Five courses beyond the intermediate level, including 1000-level graduate courses, with the advice of the director of undergraduate studies.

Program—Spanish (95)

Majors

Students may specialize in one of five programs of study: Spanish and Latin American literatures and cultures, Romance languages, Latin American studies, Iberian studies, and Spanish and linguistics. Students should discuss and plan their program of study with the director of undergraduate studies. It is highly recommended that all majors spend one semester studying abroad in Spain or Latin America. Transfer students must complete at least five courses toward the major while in residence at New York University.

Spanish and Latin American literatures and cultures: Nine courses beyond the intermediate level. Four are required courses prerequisite to advanced electives: Advanced Grammar and Composition (V95.0100), Critical Approaches: Reading, Writing, and Textual Analysis (V95.0200), Readings in Spanish American Literature (V95.0211), and Readings in Spanish Literature (V95.0215). Five are advanced electives in Spanish or Latin American literature and/or culture. Students may substitute one additional advanced language course for one of their five advanced electives: Advanced Spanish Conversation (V95.0101), Advanced Spanish Conversation for the Medical Professions (V95.0102), Techniques of Translation (V95.0110), or Creative Writing in Spanish (V95.0125).

Romance languages: Nine courses distributed between any two of the following languages: French, Italian, Portuguese, and Spanish. The major in Romance languages consists of two conversation courses (one in each of the two languages); two composition courses (one in each of the two languages); two introductory literature or cultural studies courses (one in each of the two languages); and three upper-level literature or culture courses (two in one language, one in the other). Students must consult with the director of undergraduate studies in each department to plan their program of study.

Latin American studies: This interdisciplinary nine-course track allows students to combine studies in Latin American literature and culture with courses related to Latin America offered in other programs or departments throughout the University, including anthropology, cinema studies, comparative literature, economics, fine arts, history, performance studies, politics, and sociology. While individual programs of study should be planned with and approved by the director of undergraduate studies, students pursuing the Latin American studies major normally take three courses in history and politics, three courses in literature and culture, and three courses in other areas. An introductory survey course, such as Introduction to Spanish Culture (V95.0261), is highly recommended for students beginning the major. Requires knowledge of Spanish at the level of V95.0100 and knowledge of at least one additional language culturally or historically important to the region, such as Portuguese, Latin, Hebrew, Arabic, Gallego, Catalan, or Basque/Euskera.

Language courses are prerequisites and do not count toward the major in Iberian studies.

Spanish and linguistics: Ten courses (generally five in Spanish and five in linguistics) chosen from the offerings of both departments in consultation with their respective directors of undergraduate studies.

Minors

Students may complete a minor in Spanish by pursuing one of five minor tracks. All students who wish to minor in Spanish must register with the department.

Spanish: A minor consists of five courses (conducted in Spanish) above the intermediate level. The five courses must include V95.0100 and V95.0200. The remaining courses are determined in consultation with the director of undergraduate studies. They may include one advanced language course (numbered between V95.0101 and V95.0199); the others must be literature or culture courses numbered above V95.0200.
Latin American studies: A minor consists of five courses, combining studies in the literatures and cultures of Latin America with related courses in other departments. It provides students in all disciplines with the opportunity to incorporate an interest in Latin America into their overall course of study. Requirements: Introduction to Latin American Culture (V95.0762) and four additional courses, chosen in consultation with the director of undergraduate studies. Students must demonstrate proficiency in either Spanish or Portuguese at the 100 level. (Language courses do not count toward the minor.)

Literature in translation: Students interested in this minor should see under Literature in Translation. The courses in Spanish literature in translation are listed below under “Courses Conducted in English.”

Creative writing: A minor consists of five courses: V95.0100 or V95.0111, V95.0125, V95.0200, and two advanced writing workshops (V95.0320 and V95.0325), all conducted in Spanish.

New York University in Madrid

New York University has a summer program and an undergraduate full-year program in Madrid. Students who are interested in attending New York University in Madrid should consult with the director of Study Abroad in Madrid in the Department of Spanish and Portuguese Languages and Literatures.

Honors Program

Eligibility: To qualify for the honors program, students must maintain at least a 3.65 general average and a 3.65 major average. During their senior year, students who qualify for honors in any of the department’s major tracks enroll in the Honors Thesis Seminar, a 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 Honors Thesis Seminar guides students through the process of researching and writing the thesis, covering such areas as choosing a topic, compiling a bibliography, conducting library and Web-based research, properly documenting sources, and developing research and writing methods for graduate- or professional-level study. Students interested in pursuing the honors program should consult with the director of undergraduate studies in the second semester of their junior year.

Requirements: Completion or simultaneous completion of the major’s requirements; successful completion of the Honors Seminar, an honors thesis; and an oral presentation on the honors thesis and its bibliography. For general requirements, please see Honors and Awards.

Courses

COURSES—PORTUGUESE

LANGUAGE COURSES

Intensive Elementary Portuguese
V87.0010 Open to students with no previous training in Portuguese and no knowledge of Spanish and to others on assignment by placement test. 6 points.

Intermediate Portuguese I
V87.0003 Prerequisite: V87.0010, placement, or permission of the director of undergraduate studies. Continuation of V87.0010. 4 points.

Intermediate Portuguese II
V87.0004 Prerequisite: V87.0003, placement, or permission of the director of undergraduate studies. Continuation of V87.0003. 4 points.

Portuguese language courses V87.0010, V87.0003, and V87.0004 are oriented toward achieving oral proficiency and are taught in the native language. The elementary-level course stresses the structures and patterns that permit meaningful communication and encourages spontaneous and practical proficiency outside the classroom. The intermediate-level courses aim to promote fluency in speaking, as well as proficiency in reading and writing. They include readings and discussions on contemporary Portuguese and Brazilian texts.

Intensive Elementary Portuguese for Spanish Speakers
V87.0011 Prerequisite: native or near-native fluency in Spanish. 4 points.

Accelerated introduction to spoken and written Portuguese.

LANGUAGE AND CIVILIZATION COURSES CONDUCTED IN PORTUGUESE

Modern Brazilian Fiction
V87.0821 Prerequisite: V87.0004, V87.0021, or permission of the director of undergraduate studies. When conducted in English, this course is numbered V87.0820. Offered every other year. 4 points.

Introduction to the fiction of 19th- and 20th-century Brazil. Studies the development of a national lit-
eture within the broad context of cultural and literary history.

The Brazilian Short Story
V87.0830  Prerequisite: V87.0004 or permission of director of undergraduate studies. Offered every other year. 4 points.
Examine formal aspects of the Brazilian short story while developing skills in written and spoken Portuguese. Authors include Machado de Assis, Lima Barreto, Mário de Andrade, João Guimarães Rosa, Clarice Lispector, Rubem Fonseca, and João Gilberto Noll.

Readings in Portuguese Literature
V87.0811  Prerequisite: V87.0004, V87.0021, or permission of the director of undergraduate studies. Offered every other year. 4 points.
Introduction to the evolution of Portuguese literature through representative works from the Middle Ages to the present. Genres studied include poetry, fiction, and didactic prose.

Topics in Brazilian Literature and Culture
V87.0850  Prerequisite: V87.0004, V87.0021, or permission of the director of undergraduate studies. Offered every semester. 4 points.
Sample topics include the novel and the city, representations of poverty in narrative fiction, film adaptations of Brazilian novels, and Brazilian poetry and song.

Independent Study
V87.0997,0998  Prerequisite: permission of the department. Open only to majors. Available every semester. 2 or 4 points per term.

COURSES CONDUCTED IN ENGLISH

The following courses are open to all undergraduates.

Modern Brazilian Fiction
V87.0820  Formerly Fiction in Translation: Modern Brazil. Offered every other year. 4 points.
See Modern Brazilian Fiction (V87.0821), above.

Topics in Brazilian Literature and Culture
V87.0851  Offered every semester. 4 points
See Topics in Brazilian Literature and Culture (V87.0850), above.

COURSES—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 Spanish for Beginners (V95.0001, V95.0002, and V95.0010) or Intermediate Spanish (V95.0003, V95.0004, and V95.0020), but must take Spanish for Spanish Speakers (V95.0011) or Advanced Spanish for Spanish Speakers (V95.0012) instead. (See below for description.)

Fulfillment of the MAP language requirement: A student fulfills the foreign language requirement in Spanish by completing any one of the following courses of study:

- A series of 4-point courses (V95.0001, V95.0002, V95.0003, and V95.0004; or V95.0010, V95.0011, V95.0012, and V95.0014) for a total of 16 points. (See below for descriptions of the two tracks.)
- Two 6-point courses (V95.0001 and V95.0010) for a total of 12 points. (See provisions below.)
- One of the following combinations of 4- and 6-point courses: V95.0001, V95.0002, and V95.0010, V95.0003, and V95.0004. (See below for further explanation.)
- V95.0011 or V95.0111

Admission to courses beyond Intermediate Spanish: students who have completed Intermediate Spanish I and II (V95.0003 and V95.0004) or Intensive Intermediate Spanish (V95.0020) must take Advanced Grammar and Composition (V95.0100) as a preparation for upper-level courses.

Spanish for Beginners I
V95.0001  Open to students with no previous training in Spanish and to others on assignment by placement test. 4 points.
Beginning course designed to teach the elements of Spanish grammar and language structure through a primarily oral approach. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom.

Spanish for Beginners II
V95.0002  Prerequisite: V95.0001 or placement. Continuation of V95.0001. 4 points.
After completing V95.0002 or V95.0010 (see below), students who wish to continue studying Spanish at an intermediate level must take a qualifying exam.
Students who pass the exam may enroll in V95.0003, which is preparation for V95.0004.
Alternately, students who complete V95.0002 or V95.0010 with a final grade of a B+ or better and pass the qualifying exam with high scores may enroll in V95.0020, a 6-credit intensive intermediate course that is the equivalent of Intermediate Spanish I and II.
Completion of either V95.0020 or V95.0004 satisfies the MAP foreign language requirement.

Intermediate Spanish I
V95.0003  Prerequisite: V95.0002, V95.0010, or placement. 4 points.
Review of grammar, language structure, and culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities. After completion of this course, students take V95.0004 in fulfillment of the MAP foreign language requirement.
Intermediate Spanish II
V95.0004  Prerequisite: V95.0003 or placement. Continuation of V95.0003. 4 points.
Readings and discussions of contemporary Hispanic texts and review of the main grammatical concepts of Spanish. Completion of this course fulfills the MAP foreign language requirement.

Elementary Spanish (Intensive)
V95.0010  Open to students with some previous training in Spanish or another Romance language (one year of high school Spanish or the equivalent, or two years of high school French, Italian, or Latin) and to others on assignment by placement exam or in consultation with the director of the Spanish language program. This is a one-semester intensive course that covers the equivalent of one year of elementary Spanish. 6 points.
After completing this course, students who wish to continue studying Spanish must take a qualifying examination. Students who pass the examination may go into V95.0003, which is preparation for V95.0004. Students with a final grade of B+ or better in V95.0010 and high scores on the qualifying exam may enroll in V95.0020. Completion of either V95.0020 or V95.0004 fulfills the MAP requirement.

Spanish for Spanish Speakers
V95.0011  Prerequisite: permission of the director of Spanish language programs. Offered every semester. 4 points.
An introductory course in Spanish designed for heritage students who understand spoken Spanish but need to develop their speaking, reading, and writing skills. This course serves as a formal introduction to Spanish grammar. In addition to grammar and vocabulary review, this course incorporates cultural and literary readings in Spanish to develop written and oral communication skills.

Intermediate Spanish (Intensive)
V95.0020  Prerequisite: V95.0010, V95.0002, with passing final grade of a B+ or better, and a qualifying examination, or in consultation with the director of the Spanish language program. 6 points.
Promotes proficiency in reading and writing as well as oral performance. V95.0020 is an intensive intermediate course that covers the equivalent of one year of intermediate Spanish (V95.0003 and V95.0004) in one semester.

Catalan I
V95.0051  Open to students with no previous training in Catalan. 4 points.
Beginning-level course designed to introduce students to the Catalan language. Elementary grammar and language structure are introduced through a communicative approach. The aim is to provide students with basic tools for written and oral communication in Catalan. The course is taught in the target language.

Catalan II
V95.0052  Prerequisite: Catalan I (V95.0051) or permission of the director of undergraduate studies. 4 points.
An intermediate-level course that provides students with a deeper understanding of the Catalan language. Its aim is to promote fluency in speaking, as well as proficiency in reading and writing. Emphasis is on building vocabulary and language patterns to expand students’ language skills.

Readings in Catalan
V95.0053  Prerequisite: Catalan I and II (V95.0051,0052) or permission of the director of undergraduate studies. 4 points.
Designed to introduce students to representative works from the Middle Ages to the present. Includes readings and discussions on texts encompassing different genres. The aim is to familiarize students with a variety of Catalan literature: poetry, fiction, essays, prose, and journalistic writing.

Beginning Quechua I
V95.0081  4 points.
Quechua is the most important and most widely distributed indigenous language in South America, and increasing numbers of indigenous migrants from there now live in Spain, Italy, and the U.S. (especially in New Jersey and New York City). The immediate and ultimate goal in the four-course sequence is communication in Quechua, which is emphasized in all of the classroom activities. The approach uses all four language skills: listening, speaking, reading, and writing.

Beginning Quechua II
V95.0082  Prerequisite: V95.0081 or permission of the instructor. 4 points.
Continuation of V95.0081.

Intermediate Quechua I
V95.0083  Prerequisite: V95.0082 or permission of the instructor. 4 points.
An intermediate-level course that provides students with a deeper understanding of the Quechua language.

Intermediate Quechua II
V95.0084  Prerequisite: V95.0083 or permission of the instructor. 4 points.
Continuation of V95.0084. Students who complete Intermediate Quechua II will thereby satisfy the CAS foreign-language requirement.

ADVANCED LANGUAGE AND COMPOSITION, AND INTRODUCTION TO LITERARY STUDIES

The courses in this section are all conducted in Spanish.

Advanced Grammar and Composition
V95.0100  Prerequisite: V95.0004, V95.0020, or permission of the director of the Spanish language program. Offered every semester. 4 points. For nonnative speakers only. Spanish native speakers should register for V95.0111.

Advanced Spanish Conversation
V95.0101  Prerequisite: V95.0100 or permission of the director of undergraduate studies. Offered every semester. 4 points.
Intensive course in spoken Spanish, designed to give the student fluency in the use of idiomatic, everyday language as well as a comprehensive, practical vocabulary. For nonnative speakers only.

Advanced Spanish Conversation for the Medical Profession
V95.0102  Prerequisite: V95.0100, SATI score of 720, or equivalent. Offered periodically. 4 points.
This course is 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 prac-
tic of pronunciation, vocabulary, idioms, and linguistic structures. Students learn specific vocabulary related to the medical field and engage in active conversations and role-play activities. The course includes readings as well as Spanish films and documentaries related to health and medicine. Recording, transcribing, and editing actual classroom conversations also help students improve their Spanish by focusing on individual self-correction. Listening comprehension activities related to the medical field are included to fine-tune the student’s ear to Spanish sounds. Students also conduct an interview in Spanish specifically related to the themes in the class, possibly with a professional in the health sciences. For nonnative speakers only.

Techniques of Translation
V95.0110 Prerequisite: V95.0100 or permission of the director of undergraduate studies. Offered in the fall. 4 points.
Theory and practice of translation through comparison of Spanish and English grammar, syntax, and style.

Advanced Spanish for Spanish-Speaking Students
V95.0111 Prerequisite: V95.0011 or permission of the director of Spanish language programs. Offered every semester. 4 points.
For native and quasi-native speakers of Spanish whose formal training in the language has been incomplete or otherwise irregular.

Advanced Translation Workshop
V95.0214 Prerequisite: V95.0110 or permission of the director of undergraduate studies. Offered in the spring. 4 points.
Advanced work in the translation of literary texts.

Advanced Poetry Workshop in Spanish
V95.0320 Offered every semester. 4 points.
Students refine their skills in poetry writing through close reading of individual poems, excerpts from poetry collections, and complete books of poems written by contemporary Latin American and Spanish poets. In class, students reflect on the creative process of poetry writing while they work on their own poems. Collaborative work and individual meetings with the instructor are key to the dynamics of this workshop.

Advanced Fiction and Nonfiction Workshop in Spanish
V95.0325 Offered every semester. 4 points.
Students refine their skills in fiction and nonfiction writing through close reading of short stories, a novella, and personal essays and excerpts from testimonies and autobiographies written by contemporary Latin American and Spanish authors. In class, students reflect on the creative process of prose writing while they work on their own texts. Fiction and nonfiction prose are studied side by side, to analyze specific techniques and structures of each particular form.

Critical Approaches: Reading, Writing, and Textual Analysis
V95.0200 Prerequisite: V95.0100 or equivalent. Offered every semester. 4 points.
Introduction to literary analysis through close reading of texts from the early to modern periods of peninsular Spanish and Spanish American literatures. Engages students in the practice of textual explication, provides basic critical skills, and encourages reflection on literature as a system.

Introduction to Spanish Culture
V95.0261 Prerequisite: V95.0200 or equivalent. Offered in the fall. 4 points.
Survey course that traces the development of Spanish American literature from the colonial period to the present. Representative works of various genres are examined in their cultural and historical contexts. Readings include selections from pre-Hispanic texts, Columbus, Cortés, Juana Inés de la Cruz, Sarmiento, Bello, Carpenter, Borges, Ruíz, García Márquez, Cortázar, Allende, and others.

Readings in Spanish American Literature
V95.0211 Prerequisite: V95.0200 or permission of the director of undergraduate studies. 4 points.
Survey course that traces the development of Spanish literature from the Middle Ages to the present. Representative works of various genres are examined in their cultural and historical contexts. Readings include selections from Hispano-Arabic and Hispano-Hebrew poetry, El Cid, El Libro de Buen Amor, Don Quijote, and La vida es sueño, as well as works by Galdós, Clarín, Unamuno, García Lorca, Goytisolo, Carmen Martín Gaite, and others.

Introduction to Latin American Cultures
V95.0762 Prerequisite: V95.0200 or equivalent or permission of the director of undergraduate studies. When conducted in English, this course is numbered V95.0760. Offered in the fall. 4 points.
Drawing on literature, film, visual arts, music, and mass media, the course explores the diverse cultures, histories, and politics of Latin American countries from the pre-Hispanic period to the present, placing special emphasis on contemporary Latin America.

Readings in Spanish American Literature
V95.0215 Prerequisite: V95.0200 or permission of the director of undergraduate studies. 4 points.
Survey course that traces the development of Spanish literature from the Middle Ages to the present. Representative works of various genres are examined in their cultural and historical contexts. Readings include selections from Hispano-Arabic and Hispano-Hebrew poetry, El Cid, El Libro de Buen Amor, Don Quijote, and La vida es sueño, as well as works by Galdós, Clarín, Unamuno, García Lorca, Goytisolo, Carmen Martín Gaite, and others.

ADVANCED COURSES IN LITERATURE AND CULTURE

The prerequisites for all of these courses is V95.0200 or permission of the director of undergraduate studies.
Chronicles and Travel Literature of the Colonial World
V95.0273 Identical to V65.0273. See under section heading for prerequisite. Offered every other year. 4 points.
Chronicler of the encounter between Spain and non-European cultures. Diaries and memoirs of explorers and travelers such as Columbus, Bernal Díaz, el Inca Garcilaso, and Cabeza de Vaca.

Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas
V95.0370 See under section heading for prerequisite. Offered every other year. 4 points.
Texts from the Aztec, Inca, and Maya civilizations as expressions of their society, religion, and relationship with nature, as well as reflections of a highly developed aesthetic sensibility.

Cervantes
V95.0371 Identical to V65.0335. See under section heading for prerequisite. Offered every other year. 4 points.
Close readings of the principal prose works, particularly Don Quijote and/or the Novelas ejemplares, supplemented by critical and historical readings. Special attention paid to questions of madness and desire, authorship, the seductions and the dangers of reading, the status of representation, the relation between history and truth, the Inquisition, Spanish imperialism, the New World, the Morisco expulsion, and more.

Theatre and Poetry of the Spanish Golden Age
V95.0421 See under section heading for prerequisite. Offered every other year. 4 points.
Selected texts from Spain during the 16th and 17th centuries (traditionally considered the Golden Age of Spanish art and literature), read in the context of Counter-Reformation culture and Spain’s changing place in early modern Europe. Authors include Garcilaso, Lope de Vega, Tirso de Molina, Calderón de la Barca, Quevedo, and Góngora. The course may be taught with a focus on theatre or poetry (or both).

Forms of the Picaresque in Spain and Spanish America
V95.0438 Identical to V65.0421. See under section heading for prerequisite. Offered every other year. 4 points.
Examines novels in which the protagonist-narrator is a rogue and social outcast who, in telling his life story, reveals not only his own character but that of society as a whole. Includes the anonymous Lazarillo de Tormén and works by Cervantes, Quevedo, Gela, Lizardi, José Rubén Romero, and Roberto Payró.

Women’s Writing in Spain/Latin America
V95.0640 See under section heading for prerequisites. Offered every other year. 4 points.
Feminist critical perspectives on a selection of fiction, essays, and poetry written by women. May include works by Marfa de Zayas, Sor Juana Inés de la Cruz, Gertrudis Gómez de Avellaneda, Rosalda de Castro, Delmira Agustini, Ana María Matute, Alejandro Pizarnik, Emilia Pardo Bazán, Carmen Martín Gaite, Ana María Bombal, Isabel Allende, Laura Esquivel, Diamela Eltit, Ana Lydia Vega, and others.

Modern Hispanic Cities
V95.0450 See under section heading for prerequisites. Offered in the summer. 4 points.
Using an interdisciplinary, multimedia, and comparative approach, the course examines various cities in the Spanish-speaking world and their physical, spatial, literary, musical, and imaginary constructions. Cities covered may include Mexico City, Havana, Lima, Buenos Aires, San Juan, Madrid, Barcelona, and New York.

Fictions of Power in Spain and Latin America
V95.0732 See under section heading for prerequisite. Offered every other year. 4 points.
Details about the texts, authors, and films covered in any particular semester may be found on the department’s Web page and in course descriptions available in the department.

Latino Literature in the United States
V95.0755 See under section heading for prerequisite. Offered in the spring. 4 points.
Focuses on the growing body of literature written by Latinos in recent years. Explores Latino cultural identity through analysis of narrative and poetic works.

Before the Law: Order and Tales of Crime
V95.0763 See under section heading for prerequisites. Offered every other year. 4 points.
Examines the ways in which fictions about the law and the definition of crime have been constructed in Latin American literature and culture. Focusing on films and fictional texts, the course explores questions of political power, of the definition of truth, and of the role of rationality in modern society.

Literature and Film of the Cuban Revolution
V95.0795 See under section heading for prerequisites. Offered every other year. 4 points.

Topics in Spanish American Literature and Culture
V95.0550 See under section heading for prerequisite. When conducted in English, this course is numbered V95.0551. Offered every semester. 4 points.
Sample topics include literature of the fantastic, history and fiction in Spanish America, literature of the neobaroque, cultural relations between Spain and Spanish America, literature and ethnicity, and construction of gender in Spanish American literature.
Topics in Peninsular Spanish Literature and Culture  
V95.0950  See under section heading for prerequisite. When conducted in English, this course is numbered V95.0951. Offered every semester. 4 points.  
Sample topics include the medieval epic, Spanish mysticism, theory and literary practice in the Spanish baroque, Spanish romanticism, contemporary Spanish poetry, Spanish postmodernism, and contemporary Spanish culture.

Internship  
V95.0980,0981  Prerequisite: permission of the director of undergraduate studies. Open only to majors. Available every semester. 2 or 4 points per term.  
Course credit for internship projects in approved businesses, schools, social service agencies, and cultural or governmental offices. Supervised by the director of undergraduate studies. Interested students should apply to the department early in the semester before they wish to begin their internship.

Independent Study  
V95.0997,0998  Prerequisite: permission of the director of undergraduate studies. Open only to majors. Available every semester. 2 or 4 points per term.  
Research and reading project carried out under the supervision of a faculty sponsor. Interested students should arrange for faculty sponsorship and permission of the director of undergraduate studies during the semester prior to the project.

COURSES CONDUCTED IN ENGLISH

The following courses are open to all undergraduates. With the prior consent of the director of undergraduate studies, Spanish majors may receive credit for up to two Spanish courses conducted in English, provided their written work for the course (papers, exams, etc.) is completed in Spanish.

Introduction to Spanish Culture  
V95.0262  Offered in the spring. 4 points.  
See Introduction to Spanish Culture (V95.0261), above.

Introduction to Latin American Cultures  
V95.0760  May be used toward the literature in translation minor. Offered in the spring. 4 points.  
See Introduction to Latin American Cultures (V95.0762), above.

Topics in Spanish American Literature and Culture  
V95.0551  4 points.  
See Topics in Spanish American Literature and Culture (V95.0550), above.

Topics in Peninsular Spanish Literature and Culture  
V95.0951  4 points.  
See Topics in Peninsular Spanish Literature and Culture (V95.0950), above.

GRADUATE COURSES OPEN TO UNDERGRADUATES

Courses at the 1000 level in the Graduate School of Arts and Science are open to seniors who have a B (3.0) average in three full courses (12 points) of advanced work in Spanish. If these courses are offered toward the completion of requirements for the baccalaureate degree, no advanced credit is allowed for them in the graduate school. Before registering for these courses, students must obtain the permission of the director of undergraduate studies.
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 in which the non-liberal-arts course work will be taken. Students can declare the minor by submitting the “Application for Cross-School Minor” form on Albert.

With the exception of the cinema studies minor, all courses taken outside the College in order 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. Courses taken within the College (with a “V” prefix) to complete interschool minor requirements will not count toward this limit.

The minors offered by other NYU schools are listed on the NYU Undergraduate Advisement Web site: 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 the bulletin.
The Alexander Hamilton Center fosters the development of policy solutions to pressing domestic and international issues. The Center’s teaching and research functions emphasize considerations such as the design of governing institutions, the development and distribution of human capital, and the means by which fundamental policy issues can be resolved or advanced through the promotion of efficient and effective solutions that are sensitive to political, economic, and social realities.

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

Certificate

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

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

The prerequisites for admission are Quantitative Methods for Political Science (V53.0800), a course in microeconomics, and at least one Hamilton seminar.

The certificate program consists of four Hamilton seminars, in addition to V53.0800. Hamilton seminars taken prior to starting the program will count toward the certificate requirements. (Only one internship may be counted toward the certificate.) Students must earn at least a B in each of the seminars and participate in the Alexander Hamilton Center Junior Researchers Conference in May of their senior year. Upon graduation from the College (September, January, or May), students are awarded one of two certificates: the Gold Hamilton Certificate is awarded to students who graduate with at least a 3.7 GPA, and the Silver Hamilton Certificate is awarded to those who graduate with a GPA between 3.3 and 3.7.

For more information about the certificate, please contact the program administrator, Sarah Dickinson, at 19 West Fourth Street, 2nd Floor.
A 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 should send the following to the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339:

- The Undergraduate Application for Admission (online application only) or the Common Application (online or paper version) at admissions.nyu.edu.
- Supplement is required for applicants using the Common Application. The online Common Applicant will not be processed without the supplement.
- Nonreturnable $65.00 application fee (nonreturnable $75.00 application fee for international applicants and U.S. citizens living abroad).
- Official high school and/or college records for courses for which academic credit has been earned (and General Educational Development test scores, if applicable).
- All required testing should be completed and official results forwarded electronically by one testing agency to the Undergraduate Admissions Processing Center.
- Recommendations.
- Personal statement/essay.

Candidates are urged to complete and file their applications as soon as possible, especially those seeking financial aid and/or housing. (See below for application 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 for September admission are notified beginning in early to mid-April. Transfer candidates for September admission are notified beginning 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 13. Transfer candidates for summer admission are notified beginning in late April. Early decision candidates are notified beginning in the middle of December.

Admissions Application Filing Deadlines

For entrance in September, applications for admission, including all required supporting credentials, must be received by January 1 for freshman candidates, by April 1 for transfer applicants, and by November 1 for early decision applicants (freshmen only).

For entrance in January (transfer applicants only), applications for admission, including all required supporting credentials, must be received by November 1.

For entrance in the summer sessions (transfer applicants only), applications should be received by April 1.

Applications for admission received after these dates will be considered only if space remains in the program desired.

Please contact the Office of Undergraduate Admissions at admissions.nyu.edu or call 212-998-4500 for information regarding program availability.

Campus Visits

All prospective students and their parents are invited to visit the New York University campus. Opportunities to tour the University, to meet students and faculty, and to attend classes are available to interested students.

Both high school and college students wishing to discuss the choice of a college, the transfer process, or academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions at the Jeffrey S. Gould Welcome Center located at 50 West Fourth Street. The Office of Undergraduate Admissions holds daily information sessions and conducts campus tours, Monday through Friday, except during University holidays. Visit the undergraduate admissions Web site at admissions.nyu.edu or call 212-998-4524 to make an appointment for an information session and tour.

Although interviews are not available, a visit to the campus is strongly recommended.

It is suggested that reservations be made well in advance of your visit.

NYU Guest Accommodations

Prospective students and their families visiting New York are invited to stay in Club Quarters, a private hotel convenient to the Washington Square area. Located in a renovated turn-of-the-19th-century building in New York’s historic Financial District, the hotel offers concierge services, a health club, and room service, among other amenities. If space is available, weekend University guests may also stay at the midtown Club Quarters, located in a landmark building that is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call 212-575-0006.
### Required Testing

All freshman applicants must submit standardized test scores. Beginning with students entering in September 2010, applicants for admission to NYU will be able to submit:

- The SAT Reasoning Test and two SAT Subject Tests or
- The ACT (with Writing Test) or
- Three SAT Subject Test scores (one in literature or the humanities, one in math or science, and one nonlanguage of the student’s choice) or
- The SAT Reasoning Test and two Advanced Placement (AP) Exam scores or
- Three AP exam scores (one in literature or the humanities, one in math or science, and one nonlanguage of the student’s choice)

Students who can demonstrate evidence of an extraordinary accomplishment outside of normal classroom or scholastic activity, such as a major publication in a national or international journal, a published book, a film or other outstanding visual or performing artistic accomplishment, a scientific or other remarkable discovery, winning a national competition, or the equivalent, will be required to provide only an SAT score or two SAT Subject Test scores or two AP exam scores.

**Note:** Freshman candidates entering in the fall of 2011 should submit official score reports for standardized tests. Visit admissions.nyu.edu for the latest required testing information.

**Note:** The AP exams must be taken prior to the senior year to be applicable during the admissions cycle. International students who are in an area where the ACT Writing Test is not offered must choose one of the other test score options.

If you have taken the SAT or ACT more than once, or if you have SAT Subject Test or Advanced Placement (AP) Test scores that you wish to submit in support of your application, we recommend that you send us all of your scores. Using our requirement options above, we will use the combination of scores that best presents your candidacy. (Our policy has always been to consider an applicant’s best scores, using the higher of the SAT or the ACT if we had both, and using the higher score from different test dates, so we are used to doing this.)

If you are applying as a regular decision freshman, we recommend that you complete your testing by the November test date, and you must finish by the December test date. We strongly recommend that early decision applicants complete all testing by the October test date, although November scores usually arrive in time to be considered.

If English is not your native language and if your primary language of instruction has not been English, you should also take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Please see “Applicants with International Credentials,” below.)

Official test scores should be sent directly to NYU from the testing agencies. The NYU code for the College Board (SAT Reasoning Test, SAT I, SAT Subject Tests, SAT II Examinations, and TOEFL) is 2562; the ACT code for NYU is 2838.

### Financial Aid Application

After the admissions decision is made and the appropriate financial aid applications are submitted, a request for financial aid is considered.

All students applying for financial aid must file the Free Application for Federal Student Aid (FAFSA). The FAFSA is the only application students must complete to be considered for most student aid programs. We recommend that students apply electronically; see our NYU Web site at www.nyu.edu/financialaid. 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.nysed.gov/finaid/pap.html. Students from other states may be required to complete separate applications for their state programs if their state grants can be used at New York University.

### Early Decision Plan for High School Seniors

Entering freshmen with clearly acceptable high school records and SAT Reasoning Test or ACT (with Writing Test) scores may be considered under the Early Decision Plan.

All early decision applicants must submit scores from two SAT Subject Tests. Every applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Under the Early Decision Plan, students should submit their application, all supporting credentials, and all standardized test scores no later than November 1.

In addition, each applicant must complete on the application a signed agreement stating that he or she will withdraw any applications submitted to other colleges if accepted by New York University. Another form must be signed by the student, parent, and counselor agreeing to an early decision commitment to enroll if admitted to NYU. Action on these applications will be taken by the Office of Undergraduate Admissions beginning in mid-December.

Early decision candidates who are also applicants for financial aid must submit the NYU Early Decision Financial Aid Application by November 1, so that the University will be able to provide a financial aid estimate for need- and merit-based assistance by the early decision notification date. Early decision applicants must also file the Free Application for Federal Student Aid (FAFSA) by February 15.
**Transfer Applicants**

A student may be admitted by transfer from another college in September, January, or May. (See "The Admission Process," above.) Credit will be granted for most collegiate work completed with a grade of C or better within the last 10 years that satisfies degree requirements and that falls within the residency requirement, with the exception of certain courses of a vocational nature or courses not consistent with the educational objectives of the College. Within these provisions, applicants from regionally accredited colleges are eligible for admission.

Except when specifically noted, the general procedures described for entering freshmen apply to all applicants seeking to transfer from other two-year or four-year regionally accredited institutions. Transfer applicants must submit official credentials from all institutions attended, including secondary school transcripts. Transfer applicants who took the SAT or ACT exams while in high school should submit their test results as part of their application. Transfer applicants who did not take these exams while in high school and have been in college less than one year must follow the testing requirements listed on the Admissions Web site at 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 admissions.nyu.edu prior to the application deadline (November 1 for the spring term and March 1 for the summer or fall term).

**Special Students (Visiting)**

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 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. Special students are not permitted to enroll for graduate-level courses and are not eligible for financial aid or University housing.

**Applicants with International Credentials**

Applicants to New York University who are neither U.S. citizens nor permanent residents of the United States must complete the Application for Admission to Undergraduate Study available online at 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 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 all supporting credentials are received by the Undergraduate Admissions Processing Center. All freshman applicants are required to submit official test results. Please visit the Admissions Web site at 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.
The American Language Institute

The American Language Institute of the School of Continuing and Professional Studies of New York University offers intensive courses in English for students with little or no proficiency in the language. It also offers the Advanced Workshop Program in English for students with substantial English proficiency but insufficient proficiency for undertaking a full-time academic program. Qualified students in this program can often combine English study with a part-time academic program. This combination may constitute a full-time program of study. The institute also offers specialized courses in accent reduction, grammar, and American business English.

Individuals who wish to obtain additional information about the American Language Institute are invited to visit the office of the American Language Institute weekdays throughout the year between the hours of 9 a.m. and 6 p.m. (Fridays until 5 p.m.). They may also visit the Web site, www.scp.nyu.edu/ali; write to The American Language Institute, School of Continuing and Professional Studies, New York University, 48 Cooper Square, Room 200, New York, NY 10003-7154; 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 admissions.nyu.edu. (See admission application filing deadlines above.) Requests for readmission should be received by the following dates: August 1 for the fall term, December 1 for the spring term, and April 1 for the summer term.

Students who have attended another college or university since their last attendance at New York University must complete the regular application for 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 admissions.nyu.edu or from the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339. A $55 application fee is required.

Deadlines for applications are as follows:

- Fall: August 1
- Spring: December 1
- Summer: April 1

Students interested in the post-baccalaureate premedical program should contact the Prehealth Advisement Office, College of Arts and Science, New York University, Silver Center, 100 Washington Square East, Room 904, New York, NY 10003-6688.
NYU Spring in New York

NYU Spring in New York offers college students from other institutions an opportunity to earn college credit and to experience academic life at New York University. Spring in New York participants enroll in one of eight areas of study, in courses with NYU students and taught by NYU faculty. In addition to classroom learning, NYU Spring in New York students have access to the same opportunities and benefits as NYU students: library access, sports center access, and program office events, including ticket discounts for Broadway shows, concerts, and sporting events. They are also encouraged to participate in planned excursions around the city.

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.

Further information is available at www.nyu.edu/spring.in.ny.

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.

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 EQUIVALENCIES

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Grade</th>
<th>Points</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4, 5</td>
<td>4</td>
<td>V43.0001 or V43.0002</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
<td>V23.0011,0012 / V23.0013,0014</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>4</td>
<td>V63.0121</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>4</td>
<td>V63.0121</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5, 8</td>
<td>8</td>
<td>V63.0121, 0122</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>8</td>
<td>V25.0125,0126 / V25.0127,0128</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>V33.0204</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>4</td>
<td>V22.0101</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>8</td>
<td>V22.0101, 0102</td>
</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>English Language</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>European History</td>
<td>4, 5</td>
<td>4</td>
<td>V57.0001 or V57.0002</td>
</tr>
<tr>
<td>French Language</td>
<td>4, 5</td>
<td>4</td>
<td>V45.0101</td>
</tr>
<tr>
<td>French Literature</td>
<td>4, 5</td>
<td>4</td>
<td>V45.0113</td>
</tr>
<tr>
<td>German Language</td>
<td>4, 5</td>
<td>4</td>
<td>V31.0004</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>V39.0012</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>V33.0250</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>4, 5</td>
<td>4</td>
<td>V27.0006</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>5</td>
<td>4</td>
<td>V31.0001</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>5</td>
<td>4</td>
<td>V31.0002</td>
</tr>
<tr>
<td>Music Theory</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics B</td>
<td>5</td>
<td>10</td>
<td>V85.0011,0012</td>
</tr>
<tr>
<td>Physics B</td>
<td>4</td>
<td>5</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics C—Mech</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>V85.0011 or V85.0091</td>
</tr>
<tr>
<td>Physics C—E&amp;M</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>V85.0012 or V85.0093</td>
</tr>
<tr>
<td>Politics (U.S. Gov’t and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Politics (Comp. Gov’t and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>4</td>
<td>V89.0001</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4, 5</td>
<td>4</td>
<td>V95.0004</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>4</td>
<td>4</td>
<td>V95.0100</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>5</td>
<td>4</td>
<td>V95.0100 or V95.0200</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>4</td>
<td>V89.0010</td>
</tr>
<tr>
<td>Studio Art</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4, 5</td>
<td>4</td>
<td>V57.0009 or V57.0010</td>
</tr>
<tr>
<td>World History</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

1. Students who obtain a score of 5 and who major or minor in art history are exempt from the introductory course, but AP credit does not reduce the total number of courses required for the major or the minor.
2. Students wishing to enroll in Calculus II (V63.0122) or Calculus III (V63.0123) must meet one or more of the prerequisites detailed in the Mathematics (63) section of the bulletin.
3. 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, V25.0125,0126/V25.0127,0128, bears a total of 12 points. AP credit will not count toward the majors in chemistry and biochemistry.
4. In order to receive credit for a score of 4 or 5 on Chinese Language and Culture 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 total 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 V31.0005.
9. Students who obtain a score of 4 on the Spanish Literature exam receive 4 credits for V95.0100 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 V95.0100 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 V95.0200, instead of for V95.0100.
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 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 above 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 admissions.nyu.edu or by telephone at 212-998-4500.

### 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.

### Advanced Placement Credit and the Morse Academic Plan

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Grade</th>
<th>MAP Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Mathematics AB</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics BC</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Physics B</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>Natural Science I</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>Quantitative Reasoning</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
</tbody>
</table>
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: 2010-2011**

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2010-2011. The Board of Trustees reserves the right to alter this schedule without notice. Tuition, fees, and expenses may be expected to increase in subsequent years and will be listed in supplements to this bulletin.

Note that the registration and services fee covers membership, dues, etc., to the student’s class organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and College publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services, emergency and accident coverage, and technology fees.

Note: Deposits may be required for laboratory courses. Students should consult the respective departments for information.

All fees are payable at the time of registration. The Office of the Bursar is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded on request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is also subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program (TAP) Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents, are enrolled on a full-time basis, and present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the Registrar has confirmed eligibility.

The following is an explanatory schedule of fees for 2010-2011.

**FULL-TIME STUDENTS**

Tuition, 12 to 18 points
per term ............... $18,933
Fall term 2010:
Nonreturnable registration and services fee, per point .......... $1,108
Nonreturnable CAS academic support fee, per term .......... $25

For each point taken in excess of 18, per point, per term
(includes a nonreturnable registration and services fee of $60 per point) ........ $1,176

**OTHER STUDENTS**

Tuition, per point ........ $1,116
Fall term 2010:
Nonreturnable registration and services fee, first point ........ $409
Fall term 2010:
Nonreturnable registration and services fee, per point, for registration after first point ........ $60
Spring term 2011:
Nonreturnable registration and services fee, first point ........ $422
Spring term 2011:
Nonreturnable registration and services fee, per point, for registration after first point ........ $60

**BASIC HEALTH INSURANCE BENEFIT PLAN**

Full-time students are automatically enrolled; all others can select:
Annual ................ $1,360
Full term ................ $525
Spring term ............... $835
(coverage for the spring and summer terms)

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1. Waiver option is available.
2. Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or waive the plan entirely (and show proof of other acceptable health insurance).
Summer term .......................... $368
(only for students who did not register in the preceding term)

COMPREHENSIVE HEALTH INSURANCE BENEFIT PLAN

International students are automatically enrolled; all others can select:
Annual ............................. $2,132
Fall term ......................... $823
Spring term ..................... $1,309
(coverage for the spring and summer terms)
Summer term ..................... $576
(only for students who did not register in the preceding term)

STUDENT PLAN

Dental service through NYU's College of Dentistry:
Primary member ............... $225
Partner ................................ $225
Dependent (under age 16) ....... $80
Renewal membership .......... $185

SPECIAL FEES FOR ALL STUDENTS

Late payment of tuition fee ............. $25.00
Late registration fee commencing with the second week of classes .......... $50.00
Late registration fee commencing with the fifth week of classes .......... $100.00
Penalty fee ........................... $20.00
Deposit upon acceptance (nonrefundable) ............... $500.00
Housing deposit (if applicable) upon acceptance (nonrefundable) .......... $300.00

ACADEMIC SUPPORT FEE

All students must pay an academic support fee. For those taking 12 points or more, it is $25.00 per term. For those taking fewer than 12 points, it is $5.00 per point, up to a maximum of $25.00 per term.

MAINTENANCE OF MATRICULATION

Per term ............................... Varies
Plus Nonrefundable registration and services fee:
Fall term ............................. $349
Spring term (coverage for spring and summer terms) ............... $362

SPECIAL PROGRAMS

For expenses for study in the NYU programs abroad and in NYU International Exchange Programs, contact NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433.

DEFERRED PAYMENT PLAN

The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

- Matriculated and registered for 6 or more points
- Without a previously unsatisfactory University credit record
- Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50.00, 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 Office of the Bursar Web site at www.nyu.edu/bursar/paymentplans or call 212-998-2806.

TUITION PAY PLAN

TuitionPay (formerly called AMS) 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 $30.00 is required when applying for the fall/spring TuitionPay plan. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Office of the Bursar Web site at www.nyu.edu/bursar.

ARREARS POLICY

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

DIPLOMA ARREARS POLICY

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear

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1 Waiver option is available.
2 Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or waive the plan entirely (and show proof of other acceptable health insurance).
arrears or to discuss their financial status at the University.

WITHDRAWAL AND REFUND OF TUITION

A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser. An official withdrawal must be filed either on Albert (through the first three weeks of the term only) or in writing on a completed Change of Program (drop/add) form with the Office of the University Registrar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and registration fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term. (See the following schedule.)

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonreturnable registration fee and a penalty fee of $20.00 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which the Change of Program form is filed, not the last date of attendance in class, is considered the official date of the student’s withdrawal. It is this date that serves as the basis for computing any refund granted the student.

The refund period (see schedule below) is defined as the first four calendar weeks of the term for which application for withdrawal is filed. The processing of refunds takes approximately two weeks.

Undergraduate Refund Schedule (Fall and Spring Only)

Courses dropped during the first two weeks of the term .................. 70% (100% of tuition only)
Courses dropped after the first two weeks of the term .................. 55% (100% of tuition only)
Withdrawal within the third 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 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) 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 Web site, 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. Detailed information about financial aid is forwarded with the admission application and is also available on the Office of Financial Aid Web site, www.nyu.edu/financial.aid. A concise summary is also included in the NYU Student’s Guide, available on the Student Resource Center Web site, www.nyu.edu/student.affairs/students.guide.

Many awards are granted purely on the basis of scholastic merit, while others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

It is the student’s responsibility to supply correct, accurate, and complete information to the Office of Financial Aid and to notify the office immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans. A student who has received a financial aid award must inform his or her department and the Office of Financial Aid if he or she subsequently decides to decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission from his or her department and the Office of Financial Aid for an extension, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of courses for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

**HOW TO APPLY**

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. (The TAP application is available on the Internet when using FAFSA on the Web.) The FAFSA (available online at www.fafsa.ed.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University. (The NYU federal code number is 002785.)

Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1. Graduate students should consult the Office of Financial Aid Web site or their department for financial aid deadlines.

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP applications. The summer aid application, available in February, can be obtained from the Office of Financial Aid or its Web site, www.nyu.edu/financial.aid.

**ELIGIBILITY**

**Enrollment:** To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration.

Generally, University-administered aid is awarded to full-time students. Half-time students (fewer than 12 but at least 6 points per semester) may be eligible for a Federal Stafford Loan or a Federal PLUS Loan, but they must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for Aid for Part-Time Study (APTS; New York State residents only)—a separate application is necessary) or for Pell Grants.

**Renewal eligibility:** Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

**Citizenship:** In order to be eligible for aid from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible noncitizens for financial aid purposes if one of the following conditions applies:

- U.S. permanent resident with an Alien Registration Receipt Card I-551 (“green card”)
- Other eligible noncitizen with an Arrival-Departure Record (I-94) showing any one of the following designations:
  - (a) “Refugee,”
  - (b) “Indefinite Parole,”
  - (c) “Humanitarian Parole,”
  - (d) “Asylum Granted,”
  - (e) “Cuban-Haitian Entrant”

**Withdrawal:** Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.
University-sponsored and Administered Programs

Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

SCHOLARSHIPS AND GRANTS

Scholarships and grants awarded by the University generally range from $500 to $25,000. In addition, the University has established separate scholarship funds for students in special situations of merit or need. There is no separate application for NYU scholarships. All students are automatically considered for academic merit-based and financial need-based scholarships after applying for admission and financial aid. The FAFSA and the admissions application contain all the information needed for scholarship determination.

New York University Merit Scholarships: The University sponsors scholarships for finalists in the annual National Merit Scholarship Programs. New York University must be listed as the first choice of school in order to qualify for New York University Merit Scholarships.

AnBryce: Through the generosity of the AnBryce Foundation, this scholarship is awarded each year to a small number of academically motivated students who demonstrate financial need and who are about to be the first generation in their family to attend college. The award will cover up to the cost of tuition and is renewable over four years of undergraduate study at NYU. These scholars will participate in a rich combination of orientation and mentoring programs, as well as educational and cultural activities. Students are expected to maintain a minimum GPA of 3.5 each year and to participate actively in program activities.

ARCH: This University scholarship is awarded each year to students who demonstrate financial need and who are committed to having a positive impact on the world. The Office of Undergraduate Admissions is partnering with the Wasserman Center for Career Development to create a career development and internship program for these scholars, who—at the onset of their freshman year—will introduce them to career options and help them to develop career potential and marketable professional skills. The award will help to meet full need and is renewable over four years of undergraduate study at NYU.

LOAN PROGRAM

Federal Perkins Loan Program: New York University administers the Federal Perkins Loan Program, supported by the federal government. The University determines eligibility for a Perkins Loan based on a student’s financial need and availability of funds; students are considered for this loan when they apply for financial aid. New York University generally awards Perkins Loans to the neediest full-time students only.

Perkins Loans are made possible through a combination of resources: an annual allocation from the U.S. Department of Education, a contribution from New York University, and repayments by previous borrowers.

STATE GRANTS

New York State offers a wide variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student’s financial aid package.

New York State Tuition Assistance Program (TAP): Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 points a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost.

Students applying for TAP must do so via FAFSA. (See the earlier “How to Apply” section.) Submit the completed application as instructed. For more information about TAP, visit www.nyu.edu/financial.aid/tap.html.

PART-TIME EMPLOYMENT

Wasserman Center for Career Development: Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730.

Resident assistantships: Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation may include room and/or board, and/or a stipend.

Applications and further information may be obtained from the Department of Residential Life, New York University, 726 Broadway, 7th Floor, New York, NY 10003-9502; 212-998-4311.
Aid for Part-Time Study (APTS): A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $2,000 per academic year. The amount of an award is determined by the institution. To be eligible, the student must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 points per term. Applications are available from the Office of Financial Aid or its Web site, www.nyu.edu/financial.aid. The application deadline varies; please consult the Office of Financial Aid.

Additional programs are listed below. For complete information, contact the New York Higher Education Services Corporation (HESC) toll-free at 888-697-4372 or visit the Web site at www.hesc.com.

- World Trade Center Scholarship
- New York State Scholarship for Academic Excellence
- Regents Professional Opportunity Scholarships
- Awards for Children of Veterans (CV)
- Robert C. Byrd Honors Scholarship
- Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
- Persian Gulf Veterans Tuition Awards
- Vietnam Veterans Tuition Awards (VTTA)
- State Aid to Native Americans
- AmeriCorps Educational Award
- Volunteer Recruitment Service Scholarship for Volunteer Fire and Ambulance Recruits
- Military Service Recognition Scholarship (MSRS)

States other than New York: Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 800-433-3243 to get its telephone number and address) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to NYU’s Office of Financial Aid in advance of registration.

FEDERAL GRANTS AND BENEFITS

Pell Grant Program: The Federal Pell Grant Program provides assistance to undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor’s degree. (You are not eligible if you have already completed a bachelor’s degree.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

Federal Academic Competitiveness Grant (ACG): The Academic Competitiveness Grant (ACG) provides federal assistance to students who are also eligible for a Federal Pell Grant and have financial need. Students must also be U.S. citizens, be enrolled full-time, and be in a two- or four-year undergraduate degree program. They must not have previously enrolled in an undergraduate program and must have been in a rigorous high school program or met the standard of rigor via other means as defined by the Department of Education. The amount of the award varies, depending on whether the student is in his or her first or second year. For students receiving the ACG in their first year, they must have graduated from high school after January 1, 2006. For students receiving the ACG in their second year, they must have graduated from high school after January 1, 2005. Returning students must have a cumulative GPA of 3.0 or above. Students will automatically be reviewed for ACG eligibility each semester.

Federal Supplemental Educational Opportunity Grants (SEOG): These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who qualify are automatically considered for this grant. However, funds for this program are very limited.

Veterans benefits: Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans, as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies.

Applications and further information may be obtained from the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organization. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. (The NYU Office of Undergraduate Admissions Web site includes some examples of such outside scholarships available to undergraduates that can be used at NYU. Visit admissions.nyu.edu/financial.aid/scholarships.html.)

FEDERAL LOANS

Federal Direct Stafford Loan Program: The Federal Direct Stafford Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. The interest rate is fixed at 4.50 percent for 2010-2011 and 3.40 percent in 2011-2012. Stafford loan payments are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account. An origination fee of 0.50 percent will be deducted from the loan funds. Students may qualify for both subsidized and unsubsidized

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Stafford loans. The interest on the Federal Direct Subsidized Stafford Loan is paid by the U.S. government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Stafford Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan.

Subsidized Stafford loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount) and $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount).

For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility. For details about additional unsubsidized amounts available and the maximum aggregate limits for all Stafford loans combined, see our Web site at www.nyu.edu/admissions/financial-aid-and-scholarships/types-of-financial-aid.html.

**Federal Direct PLUS Loan Program:** The PLUS loan enables parents of dependent undergraduate students and qualifying graduate students to borrow up to the full amount of an NYU education minus other aid. There is no aggregate loan limit, and individual lenders will evaluate credit history. The interest rate is fixed at 7.90 percent. An origination fee of 2.50 percent will be deducted from the loan funds. PLUS loan disbursements are made copayable to NYU and the parent, and funds are applied first to the current year's outstanding balance on the student’s account.

**PRIVATE LOANS**
A private (nonfederal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on the terms and conditions of the suggested private loan (as well as applications), visit our Web site: www.nyu.edu/financial.aid/private-loans.php.

**EMPLOYEE EDUCATION PLANS**
Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.
The College of Arts and Science offers students a wide variety of activities outside the classroom: curriculum-related clubs, special events, and service to the community and the University. Students participate in faculty meetings and departmental committees and sit as voting members of the University Senate.

The vigor of intellectual life at college after hours is found in curriculum-related clubs that embrace all academic disciplines. For example, the Classics Club is noted for guest lecturers, Greek and Latin reading groups, discussion groups on classical civilization, and productions of ancient tragedy and comedy in the original language and in English. Bus trips are organized by various clubs (such as the Art History, History, and Classics Clubs) to museums and private collections in other cities. Clubs associated with the sciences visit research laboratories, hospitals, and industrial plants. Students may become members of the Choral Arts Society, the NYU Concert Band, the NYU Jazz Ensembles, the NYU Orchestra, the NYU Woodwind Ensembles, the NYU Chamber Music Society, and Collegium Musicum.

In addition, the Student Council sponsors other 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 B.

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.
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

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  
Web site: www.nyu.edu/ticketcentral

ALUMNI ACTIVITIES  
Office for University Development and Alumni Relations  
25 West Fourth Street, 4th Floor  
Telephone: 212-998-6912  
E-mail: alumni.info@nyu.edu  
Web site: alumni.nyu.edu

ATHLETICS  
Department of Athletics, Intramurals, and Recreation  
Jerome S. Coles Sports and Recreation Center  
181 Mercer Street  
Telephone: 212-998-2020  
E-mail: coles.sportscenter@nyu.edu  
Web site: www.nyu.edu/athletics

Palladium Athletic Facility  
140 East 14th Street  
Telephone: 212-992-8500  
Web site: www.nyu.edu/palladiumathleticfacility

BOOKSTORES  
Main Bookstore  
726 Broadway  
Telephone: 212-998-4667  
Web site: www.bookstores.nyu.edu

Computer Store  
242 Greene Street  
Telephone: 212-998-4672  
E-mail: computer.store@nyu.edu  
Web site: www.bookstores.nyu.edu

CAREER SERVICES  
Wasserman Center for Career Development  
133 East 13th Street, 2nd Floor  
Telephone: 212-998-4730  
Fax: 212-995-3827  
Web site: www.nyu.edu/careerdevelopment

COMPUTER SERVICES AND INTERNET RESOURCES  
Information Technology Services (ITS)  
10 Astor Place, 4th Floor (Client Services Center)  
Telephone Help Line: 212-998-3333  
Web site: www.nyu.edu/its

COUNSELING SERVICES  
Counseling and Behavioral Health Services (CBH)  
726 Broadway, Suite 471  
Telephone: 212-998-4780  
E-mail: university.counseling@nyu.edu  
Web site: www.nyu.edu/counseling

DINING  
NYU Campus Dining Services  
Telephone: 212-993-3030  
Web site: 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)  
Web site: www.nyu.edu/csd

HEALTH  
Wellness Exchange  
726 Broadway, Suite 402  
Telephone: 212-443-9999  
Web: www.nyu.edu/999

Student Health Center (SHC)  
726 Broadway, 3rd and 4th Floors  
Telephone: 212-443-1000  
Web site: www.nyu.edu/shc

Counseling (see “Counseling and Behavioral Health Services,” above)

Emergencies and After-Hours Crisis Response  
For a life- or limb-threatening emergency, call 911.  
For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111.  
When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.

For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immunizations  
Telephone: 212-443-1199

Insurance  
Telephone: 212-443-1020  
E-mail: health.insurance@nyu.edu  
Web site: www.nyu.edu/shc/about/insurance.html

Pharmacy Services  
Telephone: 212-443-1050  
Web site: www.nyu.edu/shc/medservices/pharmacy.html

HOUSING  
Department of Housing Services  
726 Broadway, 7th Floor  
Telephone: 212-998-4600  
Fax: 212-995-4099  
E-mail: housing@nyu.edu  
Web site: www.nyu.edu/housing

Office of Off-Campus Housing  
4 Washington Square Village  
(corner of Mercer and Bleecker)  
Telephone: 212-998-4620  
Web site: www.nyu.edu/housing/offcampus

Department of Residential Life  
726 Broadway, 7th Floor  
Telephone: 212-998-4311  
Web site: www.nyu.edu/residential.education

INTERNATIONAL STUDENTS AND SCHOLARS  
Office for International Students and Scholars (OISS)  
561 La Guardia Place  
Telephone: 212-998-4720  
E-mail: intl.students.scholars@nyu.edu  
Web site: www.nyu.edu/oiss

American Language Institute  
48 Cooper Square, Room 200  
Telephone: 212-998-7040  
E-mail: ali@nyu.edu  
Web site: 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
Web site: 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
Web site: www.cmep.nyu.edu

RELIGIOUS AND SPIRITUAL RESOURCES
Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-741-1274
Web site: washingtonsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4123
Web site: www.nyu.edu/bronfman

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Web site: www.protestantministrynyu.com

Hindu Students Council
Web site: www.nyu.edu/clubs.hsc

The Islamic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-998-4712
Web site: www.icnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

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
Web site: 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.

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 the students. For more information about these courses, contact particular departments or Associate Dean Richard Kalb (212-998-8140).

Many student clubs and organizations, such as Asian Initiative and 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, non-traditional winter or spring vacations in which students participate in a weeklong community service project. Another option available to students is OurReach, 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.
Matriculated students with superior academic records are honored in various ways, such as by placement on the Dean’s Honors List, election to honor societies, and admission to departmental honors programs.

Additional information may be obtained from departmental advisers and from the College Advising Center, Silver Center, 100 Washington Square East, Room 905.

Honors

DEAN’S HONORS LIST
A Dean’s Honors List is compiled at the end of each academic year, in June. This is an honors roll of matriculated students who have achieved an average of 3.65 or higher for that academic year (September-May) in at least 28 graded points. In order to be listed, a student must not have any grades of Incomplete or N at the time when the list is compiled. Note that grade point averages are carried to two decimal places (but are not rounded off).

HONORARY SOCIETIES IN ARTS AND SCIENCE
Any student seeking to join a departmental scholastic honorary society is required to maintain, as a minimum scholastic requirement for election to membership, a general average of 3.50, as well as an average in the major subject of 3.50. Students should consult with departmental advisers in regard to the specific requirements for the various departmental honor societies.

PHI BETA KAPPA
Phi Beta Kappa celebrates and advocates excellence in the liberal arts and sciences.

The Phi Beta Kappa Society invites for induction the most outstanding arts and science students in America’s leading colleges and universities. NYU’s College of Arts and Science chapter, the Beta of New York, was established in 1858. In terms of seniority, it ranks as the 15th oldest chapter of the Society.

Each April, the faculty members of the Beta chapter automatically review the academic performance of all students in the College for eligibility for election to Phi Beta Kappa.

ELIGIBILITY FOR GRADUATION WITH LATIN HONORS
To be graduated with honors, a student must have completed at least 64 points of graded work in the College in courses in which the letter grades A through F were received. 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. 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.

Latin honors are determined on the basis of cumulative GPA so that summa cum laude is limited to the top 5 percent of the graduating class, magna cum laude to the next 10 percent of the graduating class, and cum laude to the next 15 percent of the graduating class.

DEPARTMENTAL HONORS
Students who have completed at least 64 points of graded work in the College may be awarded degrees with departmental honors if they complete the designated honors sequence in a department and maintain the requisite grade point average. There are three levels: honors, high honors, and highest honors.

Students seeking admission to and graduation with departmental honors are expected to have a minimum grade point average of 3.65, both overall and in the major. Departments may exercise some flexibility in admissions, as follows. In rare cases where a candidate for admission to a departmental honors program falls short of the expected minimum GPA, the director of undergraduate studies or the director of departmental honors may petition the director of college honors for an exception. In all cases, once admitted, students are expected to maintain the GPA at the stipulated level in order to graduate with departmental honors. Should there be an exceptional circumstance in which the stipulated GPA is not maintained, the director of college honors may be petitioned for an exception. If the case is compelling, the latter will inform the Registrar’s Office of the waiver.

Honors programs must, minimally, be a two-term (8-point) experience that includes a capstone research project. The capstone
project, which typically culminates in a thesis, should reflect sustained original research over two semesters. The scope and length of a thesis will vary by discipline, but the thesis is typically 40 to 60 pages in length.

Students with double majors in discrete, unrelated disciplines must complete honors programs in each major for which they seek honors. Students with double majors in interdisciplinary or related fields may, if the two departments concur, convene a joint honors committee to establish an interdisciplinary research program of course work that culminates in a single thesis. Similarly, in the case of joint majors, the relevant departments must work out an agreement on the requirements for honors and on the supervision and evaluation of students’ theses or projects.

PRESIDENTIAL HONORS SCHOLARS

Membership in the Presidential Honors Scholars at the College of Arts and Science offers outstanding students the opportunity to receive special advising from College faculty and staff, to challenge themselves in honors courses and through independent research, to study abroad, to take advantage of New York City’s cultural resources, and to develop leadership skills through community service. Scholars comprise a distinguished group of undergraduates; only the top 10 percent of the entering class are chosen, and students who apply for entry after they have matriculated must demonstrate not only superlative academic achievements but also a consistent record of leadership and service to the community.

Freshmen appointed on the basis of their high school records participate in a Scholars Seminar. They meet regularly for lectures and discussions and participate in a wide variety of cocurricular activities. These include the Scholars Lecture Series, cultural events in the city, social events, and community service projects. Scholars also register for a Freshman Honors Seminar. During the January inter-session, freshman scholars travel with faculty mentors to Villa La Pietra in Florence, Italy.

Sophomore scholars also participate in a study abroad spring break, choosing a destination that most closely relates to their academic or personal interests. During their junior or senior year, scholars spend an entire semester (or year) studying at one of NYU’s programs or exchanges abroad. In their junior and senior years, they also enroll in the honors track of their chosen major. In addition, Presidential Honors Scholars are committed to volunteering and serving in the community.

Membership in the Scholars Program is renewable annually, depending on the quality of the scholar’s academic records and his or her level of participation in the program. All scholars are expected to be full-time students and maintain a grade point average of at least 3.65. Students who are not designated as Presidential Honors Scholars for the freshman year are invited to apply for membership at the end of the spring semester.

Further information is available from the Office of the Associate Dean for Students, College of Arts and Science, New York University, Silver Center, 100 Washington Square East, Room 909B, or from the Office of Undergraduate Admissions, 665 Broadway, 11th Floor. You can also reach the Office of Undergraduate Admissions at 212-998-4540.

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.

BAIRD URBAN EXPERIENCE

Freshmen selected to participate in the Henry M. Baird Urban Experience have been recognized as National Merit Finalists upon admission to the College. During their first year, these students participate in special activities, including cultural programs, the Scholars Lecture Series, Freshman Honors Seminars, and community service. In addition, they are assigned a senior faculty mentor who will customize their academic programs to their individual interests or needs.

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.

THE REYNOLDS PROGRAM IN SOCIAL ENTREPRENEURSHIP

The Reynolds Program in Social Entrepreneurship offers 10 undergraduate scholarships each year. The program is a comprehensive initiative designed to equip the next generation of social entrepreneurial leaders and infrastructure developers and managers with the skills, resources, and networking opportunities needed to help solve society’s most intractable problems in sustainable and scalable ways. The undergraduate scholarship provides up to $40,000 over two years, as well as dedicated curricular and cocurricular activities. Students must submit an application for consideration. For more details, visit www.nyu.edu/reynolds.
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.

AWARDS AND PRIZES
Africana Studies Prize
Presented for excellence in this field.

Albert S. Borgman Memorial Prize
Income from a fund given in memory of Professor Borgman, former long-term chairman of the Committee on Honors, awarded to the candidate for honors who submits the best honors thesis.

Alexander L. Shluger Class of 1914 Award
The income of a bequest from Fannie B. Shluger in memory of her husband, Alexander L. Shluger, Class of 1914, awarded to a senior who has majored in sociology and who has excelled in his or her study of this subject.

Alumni Association Award
Presented each year by the Alumni Association to a senior who has excelled in scholarship and general attainments.

Alvin H. Zagor Scholarship Prize
Awarded annually to an undergraduate or undergraduate at the College whose academic record and life experience demonstrate wide-ranging interests and concern for the necessity of humanity in the intellectual development of the modern professional. Candidates must have a deep appreciation for and commitment to ethical choices and principles and demonstrate, as well, the conviction that a liberal arts education is a means of defining the educated person. Strong preference is given to candidates in economics, English, philosophy, political science, and prelaw.

American Institute of Chemists Prize
A certificate offered each year to a member of the senior class in recognition of excellence in scholarship and character.

Anna and John Peter Zenger Award
Awarded by the National Journalism Honor Society and presented for overall excellence in journalism to the 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
A prize of $200 awarded annually for excellence in biology to a junior or senior student who has performed outstanding research.

Bernard Garniez Memorial Prize
Presented to a senior for excellence in French studies.

Beta Lambda Sigma Award
A prize awarded by the Beta Lambda Sigma Honor Society for the highest scholastic achievement in biology.

Bluma L. Trell Prize
Awarded to a graduating senior who has made an outstanding contribution in the field of classics.

B’nai Zion Prize
Presented for excellence and achievement in the study of Hebrew.

Carl Prince Prize
Presented for distinguished service to the Department of History’s undergraduate program.

Chairman’s Award in Biology
A prize awarded to a senior majoring in biology who has demonstrated exceptional intellectual ability and commitment in the study of natural science.

Charles Andrew Stahl Memorial Scholarship Prize
Presented to a senior for academic excellence and accomplishment in his or her studies.

Charles H. Willey Prize in Biology Honors
Income from a fund given by Dr. George Schwartz of the Class of 1925 to honor Professor Willey, awarded to the senior who, in the judgment of the Department of Biology, has completed the requirements for honors in biology with the greatest distinction.

Chemical Rubber Company Prize
A copy of the Handbook of Chemistry and Physics, the gift of the Chemical Rubber Company, presented annually to the student with the highest average in general chemistry at the end of the first term of this course.

Chemistry Mentor Award
Presented to a student for assisting in the College Chemistry Mentoring Program.

Chesler Prelaw Scholarship
Founded by alumnus Evan Chesler and his wife Barbara to recognize a junior, outstanding in academic excellence and NYU community.
leadership, who most exhibits the potential to enhance the legal profession's commitment to honesty, candor, and ethics; and the student who will care more about the integrity of the system than the outcome of a particular case, and by whose professional conduct will inspire others to hold themselves to such high standards.

Chester H. Lane Prizes in Public Speaking
The income from a bequest of $1,000 from Chester H. Lane of the Class of 1904, awarded to those members of the freshman class who show the greatest proficiency in public speaking.

Comparative Literature Prize
Presented to a graduating senior for excellence and accomplishment in this field.

Computer Science Prize
Awarded to graduating seniors for excellence in computer science and for service to the students in the department.

Computer Science/Engineering Prize
Awarded to graduating seniors for excellence in computer science and engineering.

David James Burrell Prize
Award presented to an outstanding journalism student in the communications and society concentration.

Dean Archibald L. Bouton Memorial Award for Research in English
Income from a fund established by Dr. George Schwartz of the Class of 1925 as a memorial to Dean Archibald L. Bouton and awarded for research by undergraduate honors students in English and American literature.

Dean's Award for Scholarship and/or Service
Presented by the dean of the College to a graduating senior for outstanding accomplishment in either or both of these areas.

Diploma Recipient
A plaque presented to the senior selected by the dean to receive the diploma on behalf of all the members of the graduating class at Commencement. Selection is made on the basis of scholarship and/or contribution and service to the graduating class and to the College.

Don R. Mellett Prize
Established by Mrs. Don R. Mellett in memory of her husband and awarded annually to an outstanding student of journalism in the broadcast concentration.

Donald Parker Prize
Presented to a student of German for distinguished academic achievement and exceptional service to the department.

Douglas F. Maxwell Award in Fine Arts
Stipend presented to a graduating senior for excellence in the study of fine arts for travel outside the United States to see and study original works of art.

East Asian Studies Prize
Awarded to a student for excellence in this field.

Edgar Wilson Nye Prize
A prize established by the American Press Humorists Association and presented to an outstanding student in the public relations concentration.

Editor and Publisher Prize
A prize representing the income of a grant from Editor and Publisher, to be awarded annually to an outstanding student of journalism in the newspaper concentration.

Edward J. McNelis Award
Presented for excellence in organic chemistry.

Edward Sapir Award
Presented to an outstanding senior with a joint major in anthropology and linguistics.

Eileen Guggenheim Award
Presented for scholarly accomplishment in fine arts.

Elaine R. Brody Memorial Prize
Awarded to an outstanding music major in the junior or senior class.

Elizabeth Claster Memorial Scholarship Award
Presented by the dean of the College to a member of the junior class who, in terms of academic excellence, student leadership, personality, and character, embodies the goals and ideals of the College and the hopes, dreams, and personal spirit of its students.

Emanuel Stein Memorial Award in Economics
Presented to a senior in the College for outstanding scholarship in economics.

Ernst Rose-G. C. L. Schuchard Anniversary Prize
A prize endowed by alumni, students, and faculty members to mark the 25th anniversary of Dr. Ernst Rose and Dr. G. C. L. Schuchard, former professors of German in Washington Square College. Awarded each year to the winner in a competition sponsored by the Department of German.

Eryk Spektor Scholarship
Presented to students who combine a commitment to community service with a strong interest in secular Jewish studies.

Estelle M. Holmes Award in American Literature
A prize established by Mrs. Paula M. Alexander in honor of her sister and awarded annually to the student who writes the best term paper in the field of American literature.

European Studies Prize
Presented to a student for the best undergraduate thesis in this field.

Evelyn Jablows Lilienthal, '64 Heights Arts and Science Award
Presented to an especially accomplished junior in the Urban Design and Architecture Studies program in the Department of Art History.

Evliya Chelebi Prize
Presented for excellence in Turkish studies.

Faculty Memorial Award
Presented to the student of the College who has used its resources to the fullest in his or her intellectual, social, and personal development.

Frederick Seward Gibson Prize
Income from a fund founded in 1901 from the estate of Frederick Seward Gibson, awarded for the best piece of critical or creative writing by a junior or senior.

Gary Bruce Sloczowsky Memorial Award
Presented to a student for excellence in Hebrew and Judaic studies.
George Granger Brown Scholarship
Merit awards presented at the end of the junior year to undergraduates majoring in chemistry or physics solely for excellence and promise in these fields.

George Safiol Meritocracy Award Memorializing Harold Geneen
A competition for juniors consisting of a $3,000 cash prize and a $2,000 scholarship for the best essay on the topic “Meritocracy in the Current Business Climate.”

George Schwartz Prize in Biology
Income from a fund given by Dr. George Schwartz, Class of 1925, awarded for outstanding performance in the general biology laboratory course.

Germaine Brée Prize
Awarded to members of the senior class for excellence in French.

Gregory D. Legon Memorial Award
Presented to the student in the freshman year who in academic accomplishment and campus citizenship is deemed by the dean to be the most outstanding.

Gustave Reese Memorial Prize in Music
An award presented for excellence in this field.

Hanna van Vollenhollen Vories Memorial Prize in Music
An award presented to an accomplished music major in the senior class.

Harold Seidenstein Award
Income from a fund established by Mrs. Harold Seidenstein in memory of her husband, Dr. Harold Seidenstein, Class of 1954, awarded annually to a student who shows special ability in chemistry.

Harry A. Charipper Memorial Award
A prize in honor of Harry A. Charipper, former chair of the Department of Biology, to the student who has performed the most meritorious service to the biological sciences.

Helen M. Jones Prize in History
Income from a fund established in memory of Helen M. Jones, whose son Theodore Francis Jones was a member of the Department of History for 41 years. Awarded to the student who in the judgment of the Department of History has attained the best record in the history honors course.

Heller-Bernard Scholarship in Gender and Sexuality Studies
Presented for exemplary scholarship, public activism, and for the recognition and study of national and international gender and sexuality issues.

Hema Sakhrahi 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 Prize
Awarded for excellence and achievements in this field.

Irving H. Jurow WSC ’26 Prelaw Scholastic Achievement Award
Presented for scholastic excellence to a graduating senior who has been accepted to the New York University School of Law.

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.

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 Yeboah Daaku Memorial Prize
Presented to a graduating senior for accomplishment and interest in African history.

Lillian Lindhardt-Solotoroff Prize in Chemistry
Prize awarded annually on the basis of scholarship in chemistry and general scholarship average to a woman student who has majored in chemistry and who has taken at least three years of her undergraduate work in the College. Prize derived from a fund established in memory of Lillian Lindhardt-Solotoroff, Class of 1924, by her family and the Alpha Epsilon Phi sorority.

Lionel Casson Prize
Presented to a student in the Department of Classics who is outstanding in scholarship in the classics and in service to fellow students and to the department.

Mark Carroll Award
Granted by annual vote of the Student Council in memory of Mark Carroll, Class of 1953, for excellence in scholarship and service to the College.

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 the department for dedicated service to Metropolitan Studies and to the community at large.

Michael L. Owen Scholarship Prize
Presented annually to the student completing his or her freshman year who has declared his or her intention of majoring in English and who has achieved the highest academic distinction.

Michelle Lapautre Prix D’Excellence
Awarded to an outstanding student of French.

Morris and Clara Gratz Award
An annual award given to a student in the premedical program for academic excellence and service to the College.

Morris Kline Memorial Award
Presented to a student for excellence in mathematics.

Murray Altman Prize
An award from a memorial fund established by the sons and certain friends of Murray Altman, a New York University student in 1916 and 1917. Awarded to a junior with an outstanding record in economics and related subjects.

Nathan Schoengood History Award for Interest and Achievement in American History
Awarded annually to the graduating senior considered to have demonstrated conscientious and outstanding work in the field of American history.

New York University Chemistry Alumni Association Award
A book prize presented to a junior or senior with an outstanding record in chemistry.

Perley Lenwood Thorne Award
Prize endowed by the faculty to honor Professor Thorne at the time of his retirement in 1949 and awarded to a graduating student for outstanding scholarship in mathematics.

Politics Department Award
Presented for excellence and accomplishment in this field.

Premchand Prize
Presented for excellence in Hindi and Urdu studies.

Psi Chi Service Award
A certificate presented to a senior who has majored in psychology and who has contributed in an exceptional way to the functioning of this honor society.

Psychology Department Award
Presented for excellence in this field.

Rae Dalven Prize
Presented for outstanding undergraduate work in modern Greek studies in the Alexander S. Onassis Program in Hellenic Studies.

Religious Studies Prize
Presented for excellence and accomplishment in the field of religion to a graduating senior.

Rita Cooley Prize
Presented upon her retirement in 1986 by the students of Professor Cooley in honor of her four decades of dedicated and spirited teaching and presented to a graduating senior in politics for excellence and accomplishment in that field.

Robert A. Fowkes Award
Presented to an outstanding graduating senior in the Department of Linguistics.

Robert B. Dow Award
Given annually by the Class of 1938 in memory of Dr. Robert B. Dow, former associate professor of English in Washington Square College, to a student in the graduating class for “four years of devoted service to the college.”
Roger Deakins Prize
Presented to one outstanding graduating senior in English and Dramatic Literature.

Roland P. Beattie Memorial Award
Established in 1984 by the family of Roland Percival Beattie, University College Class of 1920, and presented to the valedictorian of the graduating class.

Rumi-Biruni Prize
Presented for excellence and achievement in the study of Persian.

Russian Language Studies Prize
Presented for excellence in this field.

Salomonowitz Memorial Prize
Presented to a deserving student for outstanding scholarship in philosophy.

Samuel F. B. Morse Medal
A medal award, provided for in the will of Samuel F. B. Morse, former NYU faculty member, and presented annually to a student who shows special ability in physics.

Sandham Prizes in Public Speaking
Income from the George Augustus Sandham Fund devoted to the maintenance of two contests in public speaking in which first and second prizes are awarded. Contest open to sophomores, juniors, and seniors; first-prize winner not eligible to compete a second time.

Seth Barkas Prize in Creative Writing
Prize established in memory of Seth Barkas, University College Class of 1966, and awarded to the student with the best record in either the course in creative writing or the course in playwriting.

Sherborne Vernon Damerel Memorial Prize
Income from a fund given by his parents in memory of Sherborne Vernon Damerel, University College Class of 1910, awarded to a graduating senior who has displayed zeal in his or her studies and in promoting the general welfare of his or her class and College.

Sherrington Award for Undergraduate Neural Science
Presented to an outstanding senior who has shown outstanding ability in neural science.

Sid Gross Memorial Prize
Presented for the best essay on investigative journalism.

Sidney Goldwater Roth Prize in Mathematics
Established in 1979 by the family, colleagues, and friends of Professor Sidney Roth to honor his memory. Awarded to the graduating senior who in the estimation of the Department of Mathematics shows the greatest mathematical promise and who has been of greatest service to the department and his or her fellow students.

Sigma Pi Sigma Prize
A book awarded each year by Sigma Pi Sigma to the student with the highest scholastic average in physics.

Slavic Award for Excellence
Presented to an outstanding senior for excellence and achievement in the field of Slavic languages and literature.

Spanish and Portuguese Department Awards
Presented to members of the senior class for excellence in the study of Spanish, excellence in the mastery of the technique of translation between Spanish and English, and excellence in the study of Portuguese.

Standard Bearer
A plaque presented to the senior selected by the dean to carry the College of Arts and Science banner at Commencement. Awarded on the basis of contribution and service to the graduating class and to the College.

Thomas Wolfe Memorial Poetry Award
An award for outstanding poetry, donated by Professors Cargill and Pollock from royalties on their book, Thomas Wolfe at Washington Square.

Vocal Interpretation of Literature Prizes
Income from a bequest of $5,597 from an anonymous donor and providing three prizes for effectiveness in the vocal interpretation of literature. Contest held in the Department of English.

William Bush Baer Memorial Prize
Established in memory of Dean Baer by the CBS Foundation. Awarded to the graduating senior who has excelled in English and who has contributed in a noteworthy way to the life of the campus during four years.

Wortis Biological Prize
Income from a fund established by S. Bernard Wortis, Class of 1929, in memory of his parents, and awarded to the senior who has maintained the highest scholastic record for three years in biology.
Registration

The College Advising Center (Silver Center, 100 Washington Square East, Room 905) provides advising, academic services, and information on registration throughout the year. Any student with a question or problem is invited to come to the office or to call 212-998-8130 and ask for assistance. Office hours are weekdays from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.). Students can complete their initial registration through Albert, the University’s Web registration system, at www.home.nyu.edu. Students can also use Albert to make later adjustments to their schedule.

Continuing students: Students currently enrolled in the College register early for the following semester—in November for the spring term and in mid-April for the fall term. Students who are currently enrolled or on an official leave of absence receive notification of the date and time when they can register. Before registering, all students fill out a registration worksheet and discuss their program and courses with their adviser, who then clears them for registration. At the appointed time or thereafter, students access Albert and enter their courses into the Student Information System (SIS). Students should complete registration by paying their tuition and fees. Online tuition statements and payment options are available through the Office of the Bursar. Shortly before the start of the semester, they should review their schedule through Albert to ascertain the latest information about classrooms.

New students: Newly admitted students receive detailed instructions about orientation and registration, as well as an appointment with an adviser in the College Advising Center to assist in academic planning and course selection. Transfer students with a declared major also have an opportunity to discuss their program with a faculty member in their chosen major department. Students entering in the fall term are invited to participate in a summer program that includes advising and registration. Students who cannot come to the campus at that time have an opportunity to register in late August or early September.

For preregistration immunization requirements, please see “Immunization Requirements” in the Academic Policies section of this bulletin.

Advisement

The College Advising Center: The College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130) offers a wide range of services and programs designed to meet the needs of a diverse student body. The advisers serve as a basic source of information about the degree requirements, policies, and procedures of the College. Students are able to explore career opportunities, as well as secure tutorial support. Academic and career development workshops are sponsored in order to assist students in planning academic programs, choosing a major, and negotiating registration. In addition, various co-curricular 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 beginning with summer orientation provides individual advising for new students entering in September. Each student is assigned an adviser with whom the student meets throughout his or her first year to discuss academic as well as career and other issues. New students also work with peer advisers who can provide informa-
The College Advising Center

The College of Arts and Science, with the cooperation of the Division of Student Affairs and the Office of Residential Life and Housing Services, operates Learning Centers in Weinstein Hall (11 University Place) and University Hall (110 East 14th Street, U Hall 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
- Residence hall group study sessions
- Study skills assessment
- Workshops on academic effectiveness and time management
- Computer-assisted tutoring

Counseling and Behavioral Health Services

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, medical 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.

Veterans Benefits

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans, as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. Applicants for this program are required to submit to the Department of Veterans Affairs a letter of acceptance from the college they wish to attend. 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 Web site.

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), and 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 in order for the funds to be paid under the Yellow Ribbon Program. Visit www.nyu.edu/registrar/forms-procedures/veterans-benefits.html.
The University confers the following degrees on candidates recommended by the faculty of the College of Arts and Science and approved by the trustees of New York University:

**Bachelor of Arts (B.A.)**
B.A. programs are offered by all departments of the College except that of Neural Science.

**Bachelor of Science (B.S.)**
B.S. programs are offered by the following departments of the College: Chemistry, Neural Science, and Physics. For details, see these individual departments. The College also offers jointly with 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. Further information is available in the College Advising Center, Silver Center, 100 Washington Square East, Room 905.

The general degree requirements are the same for the B.A. and the B.S., with the exception of the B.S./B.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, 100 Washington Square East, Room 909B.

**Confering of Degrees**

Degrees are conferred in September, January, and May. The formal confering of degrees by the president of the University takes place annually at Commencement in May.
The Major

Major requirements, varying from department to department, are specified in the section devoted to the course listings of individual departments and programs. Generally, a little more than one-third of the total points are earned in the major concentration.

Every student must complete a major with a cumulative grade point average in the major of at least 2.0. One-half of the courses (and in some departments, one-half of the points) used to complete the major must be taken in the College of Arts and Science. A student may not register for courses in the major outside of NYU. The student must be accepted as a major in the department and must review his or her program with a department adviser each term.

DECLARATION OF MAJOR

Students go to the office of the department or program in question to declare a major and have it posted in the Student Information System. Students who have earned 64 or more points must declare a major. Those with fewer than 64 points are strongly encouraged to declare a major as early as possible.

The Minor

The minor requirements are found in the departmental sections of the bulletin. The minor must be completed with a minimum grade point average of 2.0. The minor is declared at the office of the sponsoring department or program. No more than one minor can be completed outside of the College in order for the credits to count toward the degree requirement.

Regulations Pertaining to Both Major and Minor

The major and minor requirements to be followed are those stated in the departmental sections of the bulletin in effect during the semester of the student’s first registration in the College. No credit toward the major or minor is granted for grades of C- or lower, although such grades will be computed into the grade point average of the major or the minor, as well as into the overall grade point average.

No course to be counted toward the major or minor may be taken on a pass/fail basis. (See "Pass/Fail Option" under Academic Policies.)

Transfer students from other colleges and universities must have the written approval of the director of undergraduate studies to count transfer courses toward the major or the minor. Once a student transfers to the College, all course work must be completed at NYU.

Time Limit

All requirements for a degree in the College must be met within a period of eight years from the date of matriculation. For transfer students and for students who are readmitted to the College, the length of time is proportionately reduced. Transfer credit is not granted for courses taken more than 10 years before the student’s matriculation in the College.

Residence Requirement

Once a student enrolls in the College of Arts and Science (first year and/or transfer), all course work used to satisfy the 128-credit degree requirement must be completed at NYU. All students must complete their last 32 points while registered in the College of Arts and Science. In addition, students must be registered in the College during the semester immediately prior to graduation, unless officially approved for a leave of absence in that semester. One-half of the courses used to complete the major or the minor must be taken in the College. Any transfer courses to be applied toward major or minor requirements must be approved by the department.

Transfer Students

Transfer students must complete 64 points in the College with a cumulative grade point average of at least 2.0 overall, in the required major, and in the optional minor. At least one-half of the courses used to complete the major and any minor must be courses offered by the College. Any transfer courses to be applied toward major or minor requirements must be approved by the department. Courses in which a grade of C- or lower was obtained are not transferable. Grades earned from external transfer courses are not calculated in the NYU grade point average.
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 volunteering on the part of a student, and some carry academic credit—and all of these can be valuable. For the purpose of securing and making the most of such opportunities, students should consider the following criteria as a guide. For further information, contact the Wasserman Center for Career Development (135 East 13th Street, 2nd Floor, 212-998-4730). Career counselors are available by appointment at the Wasserman Center; appointments may also be made through the Wasserman Center to meet with a Career Assistance Program counselor in the College offices (100 Washington Square East, 9th Floor).

PAID INTERNSHIPS

These are the most common form of internship. Jobs related to a student’s professional interests provide pay for the work that students are doing for the organization. Many companies and organizations provide part-time jobs that allow students to gain experience and to network in the field, while at the same time helping to alleviate the financial burden of being a college student. (Please note: Some for-profit companies ask students to volunteer, but allow it only if the student can earn academic credit. Many of these so-called internships do not relate directly to a student’s academic work and are not worthy of academic credit in a discipline. In these cases, the company should consider providing compensation for the work done by a student, thus making it a paid internship.)

VOLUNTARY OR COMMUNITY SERVICE

Certain organizations encourage students to work on a volunteer basis in order to gain experience and to provide needed assistance to the organization. This type of arrangement is common, for example, in government and not-for-profit organizations. Such internships are valued, sometimes even required, for admission to some professional schools, but the College awards no credit for them.

CREDIT-BEARING INTERNSHIPS

A few departments offer academic internships that directly advance a student’s knowledge in the academic discipline and thus earn course credit. Such academic internships must be sponsored by an appropriate faculty member through an academic department and normally require close faculty supervision, significant research in addition to the practical work experience, a reporting of findings, and a formal assessment of the student’s work. All such internships require permission of the department or program, and registration for them must be within the regular deadlines. Departments offering credit-bearing internships may restrict them to declared majors, since those students have the requisite background. Internship courses can be counted toward some majors but not toward others. Students should check relevant Web sites to learn more about the specific policies and procedures pertaining to credit-bearing internships in different departments and programs.

INDEPENDENT STUDY

In some departments, independent study that somehow draws on the activity or environment of the internship may be a possibility. Like a credit-bearing internship, independent study requires a proposal by the student, careful guidance from a faculty member, and a body of work that can be evaluated for course credit.
Prehealth Program

The prehealth program in the College of Arts and Science is designed for any student who wishes to undertake preprofessional preparation for application to medical, dental, veterinary, osteopathic medical, optometry, or podiatry school. The program of study for a student interested in any of these areas minimally requires completion of the following courses: Principles of Biology I and II (V23.0011,0012); General Chemistry I and Laboratory (V25.0125); General Chemistry II and Laboratory (V25.0126); Organic Chemistry I and Laboratory (V25.0225); Organic Chemistry II and Laboratory (V25.0226); General Physics I and II (V85.0011,0012); Writing the Essay (V40.0100) and one elective from the English department; and Calculus I (V63.0121). Some professional schools may recommend or require additional courses, such as Biochemistry I (G25.1881).

While striving to earn the best grades possible, prehealth students must also keep in mind that schools of the health professions look at every aspect of a candidate’s background when making admission decisions. Therefore, students are encouraged to pursue a major of heartfelt interest, to participate in extracurricular activities of their choosing, and to develop intellectual pursuits and hobbies outside their schoolwork. Additionally, all prehealth students are very strongly encouraged to get either paid or volunteer work experience in the area they would like to follow.

The reason for this experience is twofold: students will be able to make an intelligent decision about whether or not they should pursue this profession, and admissions committees can see that an applicant is dedicated enough to find 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 fill out evaluation forms each semester. Additionally, students preparing for the admissions tests and subsequent application undergo an extensive interview process during the spring semester before application. Students are encouraged to keep in touch with the Preprofessional Center so that they are informed about deadlines for the evaluation procedures.

Students considering a career in one of the health professions are strongly urged to discuss this with their academic adviser as early as possible. Being “premed” is not a major, does not affect earning one’s degree, and is not an irrevocable commitment should the student change his or her mind. The Preprofessional Center will also help students from other NYU divisions who wish to follow a prehealth curriculum. Much more detailed information about the undergraduate experience as a prehealth student, about health schools, and about the application process is available in the Preprofessional Center. Advisers there can help students at every stage of their prehealth careers.

Accelerated and Joint Programs

EARLY DECISION PROGRAM FOR ADMISSION TO NEW YORK UNIVERSITY SCHOOL OF MEDICINE

Premedical students in the College of Arts and Science may make formal application to the School of Medicine before the regular opening date for applications. They will be notified of the School of Medicine’s decision by mid-July.

This program is open only to highly qualified, full-time NYU undergraduate students whose first choice is the New York University School of Medicine. To be eligible, students must have completed approximately 90 points, as well as both the sophomore and junior years in the College, and, at the time of application, they must be making progress toward the satisfactory completion of their degree requirements. Those who apply under the early decision plan must commit themselves to attend the New York University School of Medicine if they are accepted. All applications will be handled through the Committee on Recommendations to Schools of the Health Professions, with which students should register.

B.A./D.D.S. PROGRAM

The B.A./D.D.S. program is a seven-year joint program between the College of Arts and Science and the College of Dentistry at New York University. It is designed for students who are certain that they would like to pursue a career in dentistry. Admission requirements include a minimum high school GPA of 3.5 and combined SAT scores of at least 1370. Students with a wide variety of intellectual pursuits and curiosity are encouraged to apply.

Students are admitted to the program as incoming freshmen and engage in academic studies and cocurricular activities that will prepare them for the dental school curriculum. They spend the first three years of the program at the College of Arts and Science, where they complete the Morse Academic Plan, the prehealth requirements, and an abbreviated biology major, for a total of 104 points. Students must maintain a minimum overall 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 recognizes an essence of undergraduate instruction it believes fundamental to the attainment of the legal profession. Courses that require extensive reading, research, and writing should therefore be undertaken. The College's core curriculum is an excellent beginning for prelaw students. First, it offers a rigorous and multidisciplinary foundation for advanced study in the humanities, social sciences, and natural sciences. The honors programs offered by several departments provide opportunities to do extensive written work during the junior and senior years. Second, the precision of methodology and thought required of students in mathematics, computer science, logic, and the natural sciences will aid in the development of analytic skills. Finally, a background in the behavioral sciences and the humanities (politics, economics, history, literature, philosophy, anthropology, and sociology) is suggested since each will offer a critical understanding of the human institutions and values with which the law deals.

ADvising
The services of the Preprofessional Center (Silver Center, 100 Washington Square East, Room 901; 212-998-8160) are available to students seeking consultation on general course selection, law school applications, and related issues. The office serves as a clearinghouse for the dean's certification, required by a number of law schools as part of their admissions process. The Lawyer Alumni Mentoring Program (LAMP) offers CAS students an opportunity to apply for one-on-one mentoring with experienced attorneys who are alumni from the College.

OTHER ACTIVITIES
The New York University School of Law, conveniently located across the square from the College, sponsors many events open to the University community. The school's proximity allows prelaw students to sit in on first-year law school classes and to meet and talk informally with students actively pursuing legal studies. The College and the Prelaw Society also sponsor talks by guest speakers on law-related topics and field trips to courts and schools of law; arrange for representatives from various law schools to visit the College and describe their programs; and administer sample Law School Admission Tests (LSATs) in the fall and spring of each year. For further information, please contact the prelaw adviser.

Accelerated Programs Leading to Graduate and Professional Degrees

ACCELERATED B.A./M.P.A. PROGRAM
The College of Arts and Science and the Robert F. Wagner Graduate School of Public Service offer selected students the opportunity to earn the B.A. along with either a master's in public administration (M.P.A.) or a master's in urban planning (M.U.P.) in a shortened period of study. These programs combine the benefits of a broad liberal arts education at the undergraduate level with professional training at the graduate level.

Admission to these programs is open to students who have completed 75 points toward the B.A. with a GPA of 3.0 or higher and who have finished at least 32 of those points at the College. Formal application to the program is made in part through its College coordinator in the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130).

In order to gain the greatest benefit from the combined degree program, the student should complete, while still an undergraduate, 28 of the 60 points required for the M.P.A. or the M.U.P. This advanced standing can be earned by enrolling in approved courses at Wagner or by taking undergraduate equivalents, a list of which may be obtained from the program coordinator. The courses are selected in consultation with the College coordinator or with the Wagner coordinator. Metropolitan studies majors follow a course of study that allows them to take full advantage of the joint degree program. Interested students should speak with the director of Metropolitan Studies.

ACCELERATED BACHELOR’S/MASTER’S PROGRAM
The College of Arts and Science and the Graduate School of Arts and Science offer students in many departments or programs the opportunity to earn both the bachelor's degree and the master's
degree in a shorter period of time and at less cost than is normally the case.

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, and prior to 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 the master’s program are determined by the graduate department. In their remaining undergraduate semesters, students can accelerate by taking some graduate courses during regular terms and/or during the summer. In the graduate portion of the program, they can qualify for a scholarship covering up to 50 percent of the tuition for the master’s degree.

Students in the program must satisfy all of the requirements of both the bachelor’s degree and the master’s degree; there is no double-counting of courses. In order to complete the program in five years, students are 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 department or program or the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130).

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) for details. For more information, please call the academic adviser for the B.S./B.S. program at 212-998-8130.
For information on NYU summer programs, visit www.nyu.edu/summer. For programs on campus, contact the Office of Special Sessions, New York University, 110 East 14th Street, Lower Level, New York, NY, 10003-4170; 212-998-2292. A counselor is available Monday-Friday, 9 a.m.-5 p.m., except during University holidays.

For programs abroad, contact the Office of Global Programs, New York University, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433 (telephone); 212-995-4103 (fax); e-mail: summer.abroad@nyu.edu.

On Campus

The College of Arts and Science offers a full range of courses in the summer. Over 300 arts and science courses are given on campus in the summer, in subjects ranging from social sciences to science to humanities. The summer program is divided into two six-week sessions, and students may register for one or both sessions.

Qualified students may also enroll in courses open to undergraduates in the Graduate School of Arts and Science. Students from other colleges and universities may register as visiting students for the summer session, provided they have the proper prerequisites for the courses they wish to take. New freshmen and transfer students who have been accepted for the fall term may register for courses during the summer session. Interested students should contact the Undergraduate Admissions Processing Center to begin the process for enrollment in summer courses. They will then be referred to the CAS Advisement Center for advisement and clearance. All students registered for at least one course are guaranteed housing.

Abroad

Arts and Science currently runs 12 programs abroad during the summer months. 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. Study tours and weekend excursions are an integral part of each program. Admissions information is available on the Web site; please also see the section New York University Programs Abroad in this bulletin. A priority application deadline is specified for each program. Since some programs fill very quickly, applying before this deadline is strongly encouraged.
A College of Arts and Science student in very good standing, with a GPA of 3.0 or higher, may choose to study abroad for a semester or a year through an NYU program or exchange. Selecting an NYU study abroad program or exchange is an easy three-step process designed to help students understand their options and make sure that the courses fit well into their overall academic plan. First, students should contact the Office of Global Programs (212-998-4433; www.nyu.edu/studyabroad) for information on all study abroad options.

Second, they should consult their academic adviser in the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130), or, if they have already declared a major, their department, for more detailed and customized advice and approval of a specific course of study. Before students can register for study abroad courses, their adviser must approve the course work they will complete abroad.

Finally, they should submit an application online at www3.albert.nyu.edu/apply_study.htm. There are two application deadlines per semester: February 15 and March 15 for the fall semester, and September 15 and October 15 for the spring semester. Applicants are encouraged to plan ahead and apply early, as some programs fill quickly. Requests are processed and reviewed by the Office of Global Programs, as well as by the Office of the Associate Dean of Students. Considerations used in determining whether the program is appropriate for you include your academic and disciplinary standing and your progress toward graduation. The review process takes approximately two weeks from the deadlines. Confirmation letters will be sent directly to you with instructions for registration, predeparture arrangements, and orientation information.

Students who wish to study abroad in a non-NYU program must petition the associate dean for students in writing, showing academic justification for choosing the program. After the petition has been reviewed, the student will be informed of the outcome. For further information, contact the Office of the Associate Dean for Students (Silver Center, Room 909B; 212-998-8140).
New York University in Athens (Summer)

New York University in Athens, a six-week summer program, combines classroom study of the language, history, and culture of Greece with cultural activities and field trips to introduce students to all aspects of Greek life. Approaching modern Hellenic society and culture from an interdisciplinary perspective, the program provides students with an appreciation of the history of the modern Greek language and literature and an understanding of how the Greeks have borne their classical, Byzantine, and Ottoman historical and political experiences even as they translate them in the modern era. Extracurricular activities may include walking tours of Athens, visits to monuments and museums, evening outings to dramatic and musical performances, and a half-day trip to Attica’s beautiful coastline and Poseidon’s temple at Cape Sounion. Weekend excursions may include trips to Mycenae and Epidaurus as well as Delphi, Olympia, and the Cycladic island of Santorini.

For more information on this summer session, visit www.nyu.edu/summer.

New York University in Berlin

Berlin, the capital of Germany, thrives as a cultural hub that draws respected intellectuals, underground artists, and offbeat musicians from around the world. While this cosmopolitan city holds a vital place in modern European history, it also symbolizes continued political and economic progress. Stationed on boulevard Unter den Linden at Humboldt University, NYU in Berlin offers courses in the liberal arts and sciences taught by NYU faculty, members of the Humboldt faculty, and Berlin’s broader academic community. Students have access to Humboldt University’s facilities, including its libraries and dining halls.

The program holds a limited number of students, allowing for close interaction with professors both in and out of the classroom. Classes are kept small, and students are encouraged to conduct an independent study closely followed by a professor during their semester in Berlin. The curriculum focuses on German language and sociology courses and a range of topics essential to the understanding of the forces that shape contemporary Germany and the larger European Union community. Enrollment is not limited to sociology or German majors, however. All students live together in apartments located in the lively district of Mitte. The apartments are fully furnished and equipped with a kitchen, bathroom, living room, and private bedroom for each student. Linens and Internet access are also provided. The apartments are a 15- to 20-minute bus and subway ride to classes at Humboldt University.

NYU in Berlin also sponsors a six-week summer program that offers students the opportunity to study German language, literature, film, art, and architecture; experience the cultural life in Europe’s most exciting capital city; encounter the traces of German history; and explore the transformation of the former capital of the Cold War into a city that connects Eastern and Western Europe.

For an application form for the academic year, visit the Web site at www.nyu.edu/studyabroad or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433. For more information on the summer session, visit www.nyu.edu/summer.

New York University in Ghana

Located in Accra, Ghana’s capital city and among the most intellectually and culturally vibrant cities on the continent, NYU in Ghana benefits from programs and facilities at two prominent higher educational institutions in West Africa: the University of Ghana-Legon and Ashesi University. Students also take courses at NYU’s own academic and research facility in Accra, just a short walk from the Ashesi campus.

The west coast of Africa offers excellent opportunities for research on issues relating to the transatlantic slave trade, the African diaspora, the historic relationship between Africa and the Americas, and the transformation of African society and identity in the post-colonial era. The program offers an exciting opportunity for both NYU and visiting students with an interest in these fields, as well as those with an interest in developing economies, urbanization, media, global health, and political transformation and democratization, among others.

At the NYU academic center in Accra, students have access to a range of NYU courses in four subject areas: film, literature, culture; journalism, communications, and the media; the social sciences; and history, or students may take courses at one of the affiliated institutions. The program ensures that students benefit from both the instruction of visiting and local professors and interactions with local Ghanaian scholars. The direct enrollment and partnership options allow students in virtually any discipline to enroll in course work relevant to their academic interests.

NYU guarantees housing to all of its students in Ghana, and all students are required to reside in NYU-arranged housing facilities as a condition of enrollment. The housing facilities are located in residential neighborhoods of greater Accra and are within walking distance of the NYU Center. The University of Ghana-Legon and other neighborhoods of the city are all a short car ride away.

For an application form for the academic year, visit the Web site at www.nyu.edu/studyabroad or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433.
New York University in Dublin
(Summer)

The focus of NYU's summer program in Dublin is contemporary Ireland and its culture. The program is centered at Trinity College, Ireland's oldest university, situated in the heart of Dublin, where students reside and take classes. Courses are open to NYU and non-NYU students, both graduate and undergraduate, and include Irish literature, history, politics, visual and performing arts, creative writing, popular culture, and the Irish language. The academic program is complemented by a series of field trips and cultural and social activities designed to broaden students' knowledge of Ireland. Among the typical evening activities are outings to the theatre, poetry readings, screenings at the new Irish Film Center, and traditional music sessions. Weekend excursions vary, but often include Donegal and Galway.

For more information on this summer session, visit www.nyu.edu/summer.

New York University in Florence

NYU in Florence at La Pietra is situated on a hillside just north of the city center. Bequeathed to the University by Sir Harold Acton, a distinguished patron of the arts, the magnificent 57-acre estate comprises five villas, most notably La Pietra, which houses an early Renaissance art and furniture collection. Its grounds feature one of the most beautiful and authentically restored Renaissance gardens in all of Tuscany. Students live in Villas Natalia and Colletta, which also have computer facilities. Some students stay in private apartments or choose a homestay in an Italian household.

The curriculum at NYU in Florence is varied and accommodates students of almost any major, from art to business and from economics to literature; even prelaw students can stay on track with their degree requirements back in New York. Courses examine the history of Europe and its cultural legacy of art, literature, philosophy, and architecture, as well as the political, cultural, economic, and social issues that are shaping the future of Europe. Italian language courses are available at the beginner, intermediate, and advanced levels. Most courses are taught in English, and NYU in Florence provides an intensive Italian Language Program for beginning students who want to accelerate learning and engage with Florentine culture. Students with advanced proficiency in Italian may take courses taught in Italian at the NYU Center or may directly enroll in courses at the University of Florence for up to half of their course work.

Students can study at NYU in Florence for the fall or spring semester as well as for the full academic year. A full course load is usually four courses per semester (16 to 18 points) or 32 to 36 points for the academic year.

Although most classes are held at Villa Ulivi, language courses are taught at the Centro Linguistico di Ateneo of the University of Florence. Cultural activities and field trips in and around Florence and Tuscany are an integral part of the program.

In addition, NYU in Florence sponsors an undergraduate six-week summer program that offers courses in language, literature, culture, history, art, and architecture, providing students with a framework for understanding both the traditions of the past and the richness of contemporary culture in Florence. Lectures are supplemented with field study in museums and sites in and around the city.

For an application form for the academic year, visit the Web site at www.nyu.edu/studyabroad or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433. For more information on the summer session, visit www.nyu.edu/summer.

New York University in London

NYU in London offers both academic-year and summer programs at the NYU academic center centrally located in Bloomsbury, the heart of the city’s university district and home to the University of London. Students live in a newly renovated residence just off Russell Square, a short walk to the NYU Center, near public transportation, the shops of the Brunswick Center, and the public parks and gardens of Mecklenburgh Square. A homestay in a British household is also available.

Students will find a broad-based liberal arts curriculum at NYU in London that draws on the city’s history and diverse culture, in addition to specialized academic programs in particular majors. A wide array of courses are available in various disciplines, including Africana studies, business science, economics, fine arts, history, journalism, literature, math, theatre, politics, and psychology. Fieldwork
New York University in Madrid

Founded in 1958, NYU in Madrid is the oldest of NYU’s study abroad programs. Students who choose to live and learn in this exciting and modern city enjoy a vibrant culture in a country that has served historically as a point of convergence of New World, Near Eastern, and African cultures. Famous for its beauty and nightlife, Madrid offers all the conveniences and attractions of a capital city, such as theatre, music, cinema, dance, museums, and gyms. Students are offered a range of cultural activities, seminars, and excursions designed to engage them with their new environment. 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.

NYU in Madrid offers semester, academic year, and summer programs at the NYU Center in El Viso, a beautiful residential neighborhood near Madrid’s financial district and a few metro stops from the historic city center. 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.

NYU in Madrid also offers graduate programs leading to an M.A. in two areas of concentration: Spanish and Latin American literature and cultures and Spanish language and translation. Students enroll for two consecutive semesters and take courses taught by distinguished NYU and Spanish university faculty, poets, writers, and filmmakers.

The NYU in Madrid six-week summer session provides instruction at the elementary, intermediate, and advanced levels of spoken and written Spanish; contemporary Spanish culture and literature; and Spanish theatre, cinema, and art history. Students can also take advantage of the cultural activities and excursions organized by the program. All courses are accredited by New York University/College of Arts and Science and may be offered for advanced standing or as transfer credits toward the Bachelor of Arts degree. For more information on this summer session, visit www.nyu.edu/summer.
The city of Prague, magical and haunting, medieval yet modern, provides unparalleled opportunities to supplement classroom study with its museums, galleries, castles, and churches. The NYU academic center is situated at Malé Námezstí in two 15th-century buildings only steps away from the Old Town Square and Prague’s 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.

The NYU in Prague program 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.

Every fall through the Steinhardt School of Culture, Education, and Human Development, courses are available for music performance and music technology majors; the program offers students in these majors a unique opportunity to study music history, take individual lessons, and join ensembles with the guidance of expert local faculty. Internships are an important feature of the program, and music business and music technology students gain hands-on experience with symphony groups, production studios, performers, management companies, and other areas of the music industry in credit-bearing placements arranged by the NYU in Prague staff. Practice rooms, musical instruments, and technology equipment are provided at the NYU academic center and in student residences. Past NYU in Prague students have worked as research assistants for the former Czech minister of foreign affairs, written investigative articles published in Czech magazines, and run “Olympics” events for refugee children.

NYU in Prague’s six-week summer program offers courses at both the undergraduate and graduate levels. The undergraduate courses include Intensive Elementary Czech; Art and Architecture of Prague; Central European Literature and Cinema; Czech Literature and Culture; and The Holocaust: Destruction of European Jewry. Courses are taught in English by NYU faculty members. Study in Prague, and music business and music technology students gain hands-on experience with symphony groups, production studios, performers, management companies, and other areas of the music industry in credit-bearing placements arranged by the NYU in Prague staff. Practice rooms, musical instruments, and technology equipment are provided at the NYU academic center and in student residences. Past NYU in Prague students have worked as research assistants for the former Czech minister of foreign affairs, written investigative articles published in Czech magazines, and run “Olympics” events for refugee children.

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graduate courses leading to the M.A. in French language and civilization. Classes are held at the NYU Center. The undergraduate program combines the study of language, literature, contemporary French culture, theatre, and cinema with extracurricular activities and outings to expose students to all aspects of French life. Weekend excursions are also part of the program, including the famous Avignon Theatre Festival.

An additional summer program, NYU Writers in Paris, is a specialized program at the NYU Center in which students focus on either poetry or fiction and participate in daily workshops and craft classes where they receive guidance from accomplished professional writers. Course work includes readings and lectures by Paris-based writers and publishing professionals. NYU in Paris faculty and staff plan literary walking tours as well as visits to parks, restaurants, cafés, and historic homes of famous writers.

For an application form for the academic year, visit the Web site at www.nyu.edu/studyabroad or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433. For more information on the summer sessions, visit www.nyu.edu/summer.

**New York University in Shanghai**

NYU in Shanghai is located in the heart of China’s most dynamic city. Known for its economic prowess and long history of foreign influence, China is one of the world’s fastest-growing economies. Shanghai, a busy metropolis with strikingly modern architecture, is the perfect locale from which to observe the interplay of various forces moving China forward.

NYU in Shanghai 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 populace while participating in the vibrant activities of day-to-day life in Shanghai.

NYU in Shanghai offers a summer program that focuses on Chinese language, history, and culture. NYU’s host is Peking University, a school with special historical heritage and intellectual eminence that is unmatched by any other school in the country. Classes are small in size and complemented by extracurricular activities and excursions to major monuments and historical sites. Through these activities and classes, students not only improve their Chinese language skills but also broaden their knowledge and understanding of China, past and present.

For more information on this summer session, visit www.nyu.edu/summer.

**New York University in Buenos Aires**

NYU in Buenos Aires, located in Argentina’s vibrant capital, opened to NYU students in spring 2008. With its distinct European style, Buenos Aires, birthplace of the tango, is one of the largest port cities in the world and is considered the financial and cultural center of the country. NYU in Buenos Aires students have the incomparable opportunity to experience the culture of Argentina firsthand with access to some of the country’s most influential politicians, top journalists, distinguished musicians, and accomplished scholars. The curriculum offers Spanish language courses and subject courses that explore the history, culture, and economy of Latin America although courses in art history, economics, journalism, metropoli-

For an application form for the academic year, visit the Web site at www.nyu.edu/studyabroad or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433. For more information on the summer sessions, visit www.nyu.edu/summer.
New York University in Tel Aviv

At NYU in Tel Aviv, students experience the complexities of one of the world’s most observed regions. Tel Aviv, a vibrant Mediterranean metropolis, is the financial and technological center of Israel. Students explore the culture of this truly global city and region 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 in Tel Aviv is particularly well suited for students studying journalism, media, politics, prelaw, and the social sciences (additional areas are under development). 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 non-governmental organizations (NGOs). NYU in 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, museum, or various NGOs and gain invaluable academic and life experiences as they work to understand how international affairs directly influence everyday life in the region.

Tel Aviv is the cultural and economic hub of Israel. The city is at once ancient and modern, Mediterranean and Middle Eastern, and counts among its outgoing and energetic citizens a remarkable range of people from different backgrounds. By simply strolling along the beachfront promenade, students will find an eclectic mix of cultures. With its sunny, subtropical climate, Tel Aviv is a top international destination, and its beaches form an important part of city life. Recognized for its modernist-style buildings inspired by the Bauhaus school, Tel Aviv also boasts world-class museums, modern art galleries, dance and theatre performances, opera, jazz, classical music, and an emerging alternative music scene.

For an application form for the academic year, visit the Web site at www.nyu.edu/studyabroad or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433. For more information on the summer sessions, visit www.nyu.edu/summer.

International Student Exchanges

Students at NYU have the opportunity to study abroad for a semester or an academic year at outstanding urban universities as part of their NYU education. Among the European and British universities participating in the exchange are the Universities of Amsterdam (the Netherlands), Copenhagen (Denmark), Stockholm (Sweden), Vienna (Austria), and Bonn (Germany); Freie and Humboldt Universities in Berlin (Germany); the European University Institute (EUI) in Florence (Italy); Trinity College (Dublin, Ireland); and Royal Holloway (University of London, England). In Latin America, participants include Pontifical Catholic University of Chile (PUC, Santiago), the Federal University of Minas Gerais (Belo Horizonte, Brazil), and the Federal University of Santa Catarina (Florianópolis, Brazil); in Asia, Ewha Womans University (Seoul, Korea) and Nagoya University (Nagoya, Japan). (Note: Ewha’s international program is coed.) NYU students who participate in an exchange remain matriculated at NYU, pay NYU tuition, and receive financial aid as if they were attending classes at Washington Square. Students apply for the exchange after consulting with their academic adviser. For further information, contact the College of Arts and Science Advising Center, Silver Center, 100 Washington Square East, Room 905, New York, NY 10003-6688; 212-998-8130; global.exchange@nyu.edu.
Academic Policies

Academic Program

The programs and courses offered at the College of Arts and Science are designed for students who attend classes offered during the day on a full-time basis. A full-time schedule normally consists of 16 points per term, or 32 points per year, which enables a student to complete the entire program of 128 points in four years. Minimal full-time status entails completing at least 12 points per term, or 24 points per year. Students who wish to attend part-time should obtain permission from the Office of the Associate Dean for Students. Such status will be granted only when there is good and sufficient reason for part-time study. Failure to complete a minimum of 24 points per year jeopardizes a student's full-time status and his or her eligibility to receive financial aid.

Students in good academic standing may register for more than 18 points per term with the approval and clearance of their academic adviser. Students on academic probation, however, who wish to register for more than 18 points per term must obtain the prior approval of the Committee on Academic Standards, as must any other student wishing to register for more than 20 points.

Change of program: To make any changes in their program, including dropping or adding courses given in other divisions of the University, students must access Albert via NYUHome at home.nyu.edu or file a Change of Program form in the Student Services Center, 25 West Fourth Street.

Adding courses: The deadline for adding of a course or a section is the end of the second week of the semester. The deadline applies to any course added by a College of Arts and Science student and to any College of Arts and Science course added by students from other divisions. The adding of any course or section after the end of the second week is generally allowed only when the student is changing levels within a discipline—for example, from a French or mathematics course to a higher- or lower-level course in the same discipline. The addition is permitted only with the written approval of both the instructor and an adviser in the College Advising Center.

Withdrawing from courses: Students are expected to maintain a full-time program as described above. Occasionally, they may withdraw from a course if, because of reasons beyond their control, they cannot continue. Courses dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of W. After the ninth week, no one may withdraw from a course. Students who are ill or have a serious personal problem should see, call, or write to an adviser in the College Advising Center.

Complete withdrawals: Students who wish to withdraw from all their courses must make an appointment for an interview with an adviser in the College Advising Center.

A student who withdraws officially from all courses in a term may register for the following term. If the student is unable to attend the College during the term following the withdrawal, he or she should request a leave of absence from an adviser in the College Advising Center. For more information, see “Attendance,” below.

Auditing: Matriculated students in the College may audit (i.e., attend lectures without intending to receive credit) any course in the College with the consent of, and under the conditions established by, the instructor and the department. Auditors may not preempt space required for registered students. Courses cannot be audited as a means of satisfying requirements for an incomplete grade or as a means of changing a previous grade.

A student cannot register as an auditor, and audited courses will not appear on the student's official transcript. Special (nondegree) students may not audit courses.

Attendance

Although the administration of the College does not supervise attendance of classes, it supports the standards imposed by instructors. Students who, in the judgment of the instructor, have not substantially met the requirements of the course or who have been excessively absent may be considered to have withdrawn unofficially and may be given the final grade of F. See “Withdrawing from courses,” above.
RELIGIOUS HOLIDAYS AND ATTENDANCE

New York University, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it has also long been University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it. In 1988, the University Senate affirmed this policy and passed a resolution that elaborated on it as follows:

1. Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.
2. Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.
3. If examinations or assignment deadlines are 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 him- 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 forward their official scores to the Office of Undergraduate Admissions, 665 Broadway, 11th Floor, New York, NY 10012-2339. No credit is given for AP tests taken after the completion of high school. In most subjects, if the score received is 4 or 5, credit will be granted. If such credit is granted, students should not retake that course for credit in the College. If they choose to do so, they will automatically lose the Advanced Placement credit. For more information, see the “Advanced Placement Equivalencies” chart in the Admission section of this bulletin.

CREDIT FOR COURSES AT THE COLLEGE

To receive credit for a course, the student must register before attending, meet the requirements for attendance, and satisfactorily complete all examinations and assignments prescribed by the instructor. For exceptional students, most departments also offer independent study. The College does not permit students to register as auditors.

RESTRICTIONS ON RECEIVING CREDIT

A student who has earned credit for a course may repeat it once (a “W” obtained on first registration for a course does not count in these calculations). Students may not repeat courses in a designated sequence after taking more-advanced courses; however, the sequencing of courses is determined by the departments. Students with questions regarding the repetition of courses or course sequences must consult with the particular department offering the course. When a student repeats a course, no additional credit will be awarded. Both grades will be recorded, but only the latter will be computed in the grade point average and have credit awarded. No course can be taken for a grade more than twice. Students should be aware that certain graduate schools, including dental, medical, and law schools, will count both grades for a repeated course in the average.

A limited number of credits may be earned by those in the military services who take correspondence courses in colleges approved by the United States Armed Forces Institute. Students may not be registered at another university at the same time that they are registered in the College of Arts and 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. The following exception applies: Students are permitted to take up to 24 points in other divisions to complete their program, as prescribed, if they are formally matriculated in one of the following combined degree programs: secondary education; the B.A./D.D.S. program; or the accelerated B.A./M.P.A. or B.S./B.S. program.

Please note that restrictions apply. Courses in other divisions that duplicate the contents of a College of Arts and Science course do not count toward the College degree. For details, students must check with an adviser in the College Advising Center before registering for any courses in other
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, must submit a doctor’s note to the instructor. The student must ask the instructor to give a grade of Incomplete. Incompletes are not awarded automatically. The time and place of any makeup examinations are set by the instructor or the department.

Incomplete grades received because of a missed final examination must be removed within the semester following the one in which the Incomplete was received. In the case of students who are out of attendance, such grades must be removed within one year after the end of the course concerned. A grade of Incomplete that is not removed within this time limit becomes an F and is computed in the average. (Regarding the removal of Incompletes received for missed work other than final examinations, see under “Grades” and “Incompletes,” below.)

GRADES
Students may obtain their final grades for each semester 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 while matriculated in the College, or earned in any of the College’s courses (courses prefixed by “A” or “V”) while matriculated in another division of New York University, are computed in the average. The following grades may be awarded: A, A-, B+, B, B-, C+, C, C-, D+, D, F. In general, A indicates excellent work, B indicates good work, C indicates satisfactory work, and D indicates passable work and is the lowest passing grade. F indicates failure. The weights assigned in computing the grade point average are as follows:

\[
\begin{align*}
A &= 4.0 \\
A- &= 3.7 \\
B+ &= 3.3 \\
B &= 3.0 \\
B- &= 2.7 \\
C+ &= 2.3 \\
C &= 2.0 \\
C- &= 1.7 \\
D+ &= 1.3 \\
D &= 1.0 \\
F &= 0.0
\end{align*}
\]

Computing the grade point average: The grade point average can be obtained by determining the total of all grade points earned

CREDIT FOR NON-NYU STUDY ABROAD
Credits based on semester hours (similar to schools in the United States) are accepted from institutions abroad at face value and are not altered when the credits transfer into the College. Often credits from institutions abroad must be adjusted or converted to correspond to the College’s requirements for awarding credits. Approval to participate in a non-NYU study abroad is only obtained by completing an academic proposal. The packet of information required to complete the proposal is available at the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909B. When students receive approval to participate in a non-NYU program abroad, the courses they will take are approved and the number of transfer credits they will receive are specified.

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. Credits based on semester hours will be transferred at face value to NYU. Non-liberal-arts credits are not always transferable. Only credits for course work taken with a grade of C or better will be transferred. Courses taken for a pass/fail grade will not transfer to the College.

Grades of A, B, C, D, or F earned in any of the College’s courses (courses prefixed by “A” or “V”) while matriculated in another division of New York University, are computed in the average. The following grades may be awarded: A, A-, B+, B, B-, C+, C, C-, D+, D, F. In general, A indicates excellent work, B indicates good work, C indicates satisfactory work, and D indicates passable work and is the lowest passing grade. F indicates failure. The weights assigned in computing the grade point average are as follows:

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\begin{align*}
A &= 4.0 \\
A- &= 3.7 \\
B+ &= 3.3 \\
B &= 3.0 \\
B- &= 2.7 \\
C+ &= 2.3 \\
C &= 2.0 \\
C- &= 1.7 \\
D+ &= 1.3 \\
D &= 1.0 \\
F &= 0.0
\end{align*}
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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.

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).

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.

W: The grade of W indicates an official withdrawal of the student from a course. Please see “Change of program” and “Withdrawing from a course,” above, for information on the regulations and procedures for withdrawing officially from courses.

I: The grade of I (Incomplete) is a temporary grade that indicates that the student has, for good reason, not completed all of the course work but that there is the possibility that the student will eventually pass the course when all of the requirements have been completed. A student must ask the instructor for a grade of I, present documented evidence of illness or the equivalent, and clarify the remaining course requirements with the instructor.

The incomplete grade is not awarded automatically. It is not used when there is no possibility that the student will eventually pass the course. If the course work is not completed after the statutory time for making up incompletes has elapsed, the temporary grade of I shall become an F and will be computed in the student’s grade point average.

INCOMPLETES
All work missed in the fall term must be made up by the end of the following spring term. All work missed in the spring term or in a summer session must be made up by the end of the following fall term. Students who are out of attendance in the semester following the one in which the course was taken have one year to complete the work. Students should contact the College Advising Center for an Extension of Incomplete Form, which must be approved by the instructor. Extensions of these time limits are rarely granted.

INDEPENDENT STUDY
Most departments offer independent study courses for students with exceptional qualifications. In these courses, the work is planned specifically for each student.

Independent study courses allow the student to work independently with faculty supervision and counsel. The courses are generally numbered VXX.0997,0998 and typically carry variable credit of 2 or 4 points each term. They are normally limited to upper-class majors but may be open to other well-qualified students. To register for independent study, a student must have written approval of the director of undergraduate studies 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 (VXX.0997,0998) for work approved in advance. In general, students are not permitted to take more than 12 points of independent study and/or internship, and no more than 8 points may be taken in any one department.

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 complete the Leave of Absence Petition form, which can be obtained at the College Advising Center, Silver Center, 100 Washington Square East, Room 909B. Leave of absence petitions are accepted and reviewed on a rolling basis throughout the academic year. A Certification of Readiness to Return to School from a Leave of Absence form should be completed by the counselor/therapist or physician, who needs to state clearly that the student is ready to return and that NYU is a suitable environment in which to continue his 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, 100 Washington Square East, Room 909B. Students are advised to find out how the leave of absence may affect their scholarship and financial aid award and should contact the Financial Aid Office at 25 West Fourth Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College may apply for readmission. (See the Admission section.)

Psychological and Medical Leave
If a student and a counselor or a physician agree that a psychological or medical leave of absence is the best way to proceed given the situation, the counselor or physician should make a recommendation to the associate dean for students at the College for the withdrawal from the semester and extended time for a leave of absence. A student needs to complete the Leave of Absence Petition form, which can be obtained at the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909B. Leave of absence petitions are accepted and reviewed on a rolling basis throughout the academic year. A Certification of Readiness to Return to School from a Leave of Absence form should be completed by the counselor/therapist or physician, who needs to state clearly that the student is ready to return and that NYU is a suitable environment in which to continue his 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, 100 Washington Square East, Room 909B. Students are advised to find out how the leave of absence may affect their scholarship and financial aid award and should contact the Financial Aid Office at 25 West Fourth Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College may apply for readmission. (See the Admission section.)

PASS/FAIL OPTION
Students may elect one pass/fail option each term, including the summer sessions, for a total of not more than 32 points during their college career. The pass/fail option is not acceptable for courses completed at other institutions.

The choice must be made before the completion of the fifth week of the term (second week of a six-week summer session); after that time, the decision cannot be initiated or changed. No grade other than P or F will be recorded for those students choosing this option. P includes the grades of A, B, C, and D and is not counted in the average. F is counted in the average.

The pass/fail option is not acceptable in the major, the minor, or any of the courses taken in fulfillment of the Morse Academic Plan requirements. Students considering the pass/fail option in their area of study or in required preprofessional courses should consult with their advisers about the effect of such grades on admission to graduate and professional schools. Students who change their majors may not be able to use courses taken under the pass/fail option to satisfy the requirements of their new majors. The form for declaring the pass/fail option may be obtained in the College Advising Center, Silver Center, 100 Washington Square East, Room 903.

PETITIONS
The Faculty Committee on Undergraduate Academic Standards will consider petitions of students to waive requirements or modify policies and regulations of the College. Students should be aware that only very exceptional cases, supported by valid and documented reasons, will be considered. After deliberation, the Committee's decisions on such matters are final. Petition forms may be obtained in the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909B.
Placement, Examinations, 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, and Tagalog. Testing in Japanese and Mandarin Chinese can be arranged through the Department of East Asian Studies. Testing in Cantonese can be arranged through the Department of Social and Cultural Analysis. Testing in Gaelic (Irish) can be arranged through Ireland House. Testing in Arabic, Turkish, Persian, and Hindi/Urdu can be arranged through the Department of Middle Eastern and Islamic Studies. Because these are reading examinations, students should choose to be tested in the language in which they have good reading skills.

Tests can result either in an exemption from the foreign-language requirement (see "Foreign Language" under More Academic Plant) or in placement into the appropriate-level course.

Placement into a lower-level course means that the student must continue his or her studies of that language (or begin a new language) until completion of the intermediate level of that language. In some cases, adjustments in placement may be made during the first weeks of class.

Information on placement testing can be obtained from the Office of Academic Affairs, Silver Center, 100 Washington Square East, Room 908; 212-998-8110. Students who place at a level below that which they have completed at another college will lose transfer credit if they repeat course work at the College of Arts and Science.

Testing exemptions: The proficiency/placement test is required of all entering students with the following exceptions: students who will begin a language they have not previously studied; students whose entire secondary schooling was in a language other than English and other than those languages taught in the College; and foreign students who complete the sequence of required English courses for international students. Students in these categories should contact the College Advising Center to verify that they have satisfied the foreign-language requirement.

Quantitative Reasoning

All students who are planning to register for Quantitative Reasoning (V55.01XX) or to satisfy this MAP requirement by sufficiently high score on a test must take the Quantitative Reasoning screening/exemption test.

Chemistry

A chemistry assessment examination is given to all freshmen who intend to take chemistry.

Biology

A biology assessment examination is available to entering students to determine whether they have the qualifications for immediate placement into Molecular and Cell Biology I and II (V23.0021,0022).

DEGREE PROGRESS

All students have access to their Degree Progress Report, as generated by the Office of the University Registrar, on Albert via NYU/Home at home.nyu.edu. The Degree Progress Report is a Student Information System (SIS) accounting of completed and remaining degree requirements.

TRANSCRIPTS OF RECORD

Official copies of your University transcript can be requested when a stamped and sealed copy of your University records is required. Requests for official transcripts require the signatures of the student requesting the transcript, unless the student has a valid NetID. Currently, we are not accepting requests for a transcript by e-mail.

Current and recently graduated students with a valid NetID: If you have a valid NetID, go to the secure online Transcript Request Form at www.nyu.edu/registrar/transcript-form-login.html. Once you login to the request form with your NetID and password, it will authenticate you as a student. A signed consent form is not required. Before you complete your request, please check to ensure that all your grades have been posted. If you are a recent graduate, also check to ensure that your degree has been recorded.

Former students without a valid NetID: If you no longer have a valid NetID or attended New York University prior to 1989, a transcript may be requested by either (1) completing the online request form at www.nyu.edu/registrar/transcript-form.html and mailing/faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing/faxing the completed and signed letter. A signed consent form is required. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910.

There is no charge for academic transcripts. Transcripts cannot be produced for anyone whose record has been put on hold for an outstanding University obligation.

Writing a request letter: A request letter must include all of the following information:

• University ID number
• Current name and any other name under which you attend/attended NYU
• Current address
• Date of birth
• School of the University you attend/attended and for which you are requesting the transcript
• Dates of attendance
• Date of graduation
• Full name and address of the person or institution to which the transcript is to be sent

There is no limit for the number of official transcripts that can be issued to a student. You can indicate in your request if you would like us to forward the tran-
Discipline Standards and Application

Academic Standards and Discipline

A 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 a pass grade.

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. You must apply for graduation on Albert, and you must be enrolled for either coursework, maintenance of matriculation during the final semester. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students may view the graduation deadlines calendar and general information about graduation on the Office of the University Registrar’s Web page at www.nyu.edu/registrar.) It is recommended that you apply for graduation no later than the beginning of the semester in which you plan to complete all program requirements. If you do not successfully complete all academic requirements by the end of the semester, you must reapply for graduation for the following cycle.
ing the permission of the Committee on Undergraduate Academic Standards prior to the withdrawal. Students on academic probation are also required to have a special probation interview with an adviser in the College Advising Center in order to receive registration clearance for the next semester. More specific requirements may be imposed.

The Committee on Undergraduate Academic Standards may summon students with unsatisfactory records to discuss their problems and to determine whether and under what conditions they may continue in the College. In special circumstances, the committee may recommend to the dean that students may be granted or placed on leave for a period not to exceed two semesters.

Students on academic probation may not engage in any extracurricular activities (except for departmental clubs) and may not hold office in these clubs without the approval of the Committee on Undergraduate Academic Standards.

Students on academic probation should be aware that they are usually ineligible for financial aid.

Academic dismissal: Students who are dismissed from the College for poor academic performance 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 registered mail a notice that a second offense will result in a one-semester suspension or a more severe penalty. (The student is also called in to discuss the offense and review the consequences of the disciplinary action.)

4. For cases involving a second offense, the dean shall proceed as follows:
   a) Upon receiving a second director’s letter concerning a given student, the dean shall convene a three-member ad hoc committee, with no member being from the department involved, to examine the evidence. This ad hoc committee shall consider if there are reasonable grounds to believe that cheating/plagiarism has occurred and if so, shall affirm the suspension penalty. It shall report its conclusion to the dean within three business days.
   b) If the committee affirms the suspension, the dean shall send the student by registered mail the suspension letter within two business days of receiving the report. The letter shall advise the student of his or her right to appeal. The student shall have two business days from the letter’s delivery to request an appeal of the suspension as provided in Section 5 (below). The suspension shall ordinarily be stayed during the pendency of appeal.
   c) If the committee does not affirm the suspension, the report shall be kept on file for a one-year period.

5. The student in all cases has the right to appeal to the dean. In the event of an appeal, the dean shall elicit a written complaint from the faculty member and proceed as described above.

DISCIPLINE
Students are expected to familiarize themselves and to comply with the rules of conduct, 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
University Policies and Campus Safety

UNIVERSITY POLICY ON PATENTS
Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s “Statement of Policy on Patents,” a copy of which may be found in the Faculty Handbook or obtained from the dean’s office.

IMMUNIZATION REQUIREMENTS
New York State Public Health Law (NYS PHL) 2165 requires all students registering for 6 or more credits in a degree-granting program to provide immunization documentation for measles (rubella), mumps, and rubella (German measles) prior to registration. Students born before January 1, 1957, are exempt. New students should complete the MMR section of the Student Health History form. Continuing students should complete and submit a Student Immunization Record Form (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/ meningo_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. You can obtain a copy of the current report by contacting Thomas Grace, Director of Judicial Affairs and Compliance, Office of the Vice President for Student Affairs (601 Kimmel Center; 212-998-4403), or Jay Zwicker, Crime Prevention Manager, Department of Public Safety (7 Washington Place: 212-998-1451), or by visiting the following Web site: www.nyu.edu/public.safety/policies.

NEW YORK UNIVERSITY 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, explosives, etc., in and/or around any and all University facilities—academic, residential, or
others. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The posses-sion of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

NEW YORK UNIVERSITY SIMULATED FIREARM POLICY

New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.
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

Phillip Ackerman-Lieberman, Assistant Professor and Faculty Fellow of Hebrew and Judaic Studies; B.A. 1990, Washington (Seattle); M.S. 1991, London School of Economics; M.A. 2002, Jewish Theological Seminary; Ph.D. 2007, Princeton


Karen Adolph, Professor of Psychology; B.A. 1986, Sarah Lawrence; M.A. 1989, Ph.D. 1993, Emory

Rodolfo Aciello, Senior Language Lecturer on Spanish and Portuguese; B.A. 1978, M.A. 1981, M.Phil. 1989, Columbia

Stefano Albertini, Clinical Associate Professor of Italian Studies; Director, Casa Italiana Zerilli-Marrò; 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, Obaferimi Awolowo (Nigeria); M.A. 1987, Ahmadu Bello (Nigeria); Ph.D. 1993, Bristol

David Amodio, Assistant 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-Tiéro, Language Lecturer on Italian; B.A. 1984, San Francisco State; M.A. 1986, Ph.D. 1991, California (Los Angeles)

Susan Anton, Associate 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. 1983, Minnesota

Miran 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, Assistant 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 Balces, 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 and 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


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, Associate 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; Acting Dean for Humanities; 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

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## Professors Emeriti

<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees and Fields</th>
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<tbody>
<tr>
<td>Doris R. Aaronson</td>
<td>B.S., M.A., Ph.D., Psychology</td>
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<tr>
<td>Raziel Abelson</td>
<td>M.A., Ph.D., Philosophy</td>
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<tr>
<td>Thomas R. Adam</td>
<td>M.A., LL.B., Politics</td>
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<tr>
<td>Charles M. Affron</td>
<td>B.A., Ph.D., French</td>
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<tr>
<td>Helene Anderson</td>
<td>B.A., M.A., Ph.D., Spanish</td>
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<td>Gay Wilson Allen</td>
<td>B.A., M.A., Ph.D., English</td>
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<td>Robert Bailey</td>
<td>M.A., M.F.A., Ph.D., Music</td>
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<tr>
<td>P. R. Baker</td>
<td>B.A., M.A., Ph.D., History</td>
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<td>Louis Baron</td>
<td>B.S., M.S., Mathematics</td>
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<td>Jack Bazer</td>
<td>B.A., M.A., Ph.D., Mathematics</td>
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<td>Reinhard Becker</td>
<td>B.A., M.A., Ph.D., German</td>
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<tr>
<td>Benjamin Bederson</td>
<td>B.S., M.A., Ph.D., Physics</td>
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<tr>
<td>Larissa Bonfante</td>
<td>B.A., M.A., Ph.D., Classics</td>
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<tr>
<td>Patricia U. Bonomi</td>
<td>B.A., M.A., Ph.D., History</td>
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<td>Sidney Borowitz</td>
<td>B.S., M.S., Ph.D., Physics</td>
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<tr>
<td>Irving Brick</td>
<td>B.S., M.S., Ph.D., Biology</td>
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<td>Eleazar Bromberg</td>
<td>B.S., M.A., Ph.D., Mathematics</td>
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<tr>
<td>Howard H. Brown, Jr.</td>
<td>B.S., Ph.D., Physics</td>
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<td>Martin D. Burrow</td>
<td>B.S., M.S., Ph.D., Mathematics</td>
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<td>David L. Burrows</td>
<td>B.Mus., M.A., Ph.D., Music</td>
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<tr>
<td>William E. Burrows</td>
<td>B.A., M.A., Journalism</td>
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<tr>
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<td>B.A., M.A., Ph.D., Spanish and Portuguese</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Name</td>
<td>Degree(s)</td>
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<td>Doct. em Let., Spanish</td>
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<td>Volkmar Sander, Dr.Phil.,</td>
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<td>Max Sorkin, B.A., M.A., Ph.D.,</td>
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<td>Chester C. Tan, B.A., M.A., Ph.D.,</td>
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<td>John W. Tebbel, B.A., M.S.,</td>
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<td>Lu Ting, B.S., M.S., Eng.Sc.D.,</td>
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<td>Richard A. Turner, B.A., M.F.A.,</td>
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<td>Noriko Umeda, B.A., M.A., Ph.D., Linguistics</td>
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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 of the College

The following standing faculty committees of the Faculty of Arts and Science serve only the College of Arts and Science.

The Committee on Undergraduate Academic Standards
Membership by appointment and by office. Term: two years.

The Committee on Recommendations to Schools of the Health Professions
Membership by appointment and by office. Term: three years.

The Faculty Committee on Undergraduate Curriculum
Membership by election and by office. Term: three years.

The Faculty Committee on Undergraduate Honors
Membership by appointment and by office. Term: two years.

The Faculty Committee on Undergraduate Scholarships and Financial Aid
Membership by appointment and by office. Term: two years.

Standing Committees of the Faculty of Arts and Science

The following standing faculty committees of the Faculty of Arts and Science serve both the College of Arts and Science and the Graduate School of Arts and Science.

The Faculty Advisory Committee on Policy and Planning
Membership by appointment, by election, and by office. Term: three years.

The Faculty Committee on Student Discipline
Membership by selection from an elected panel. Term: two years.

The Faculty Committee on Nominations and Elections
Membership by election. Term: two years.

The Faculty Advisory Committee on Promotion and Tenure
Membership by appointment and by election. Term: three years.

The Faculty Grievance Committee
Membership by election. Term: two years.

Faculty Representatives to the Senate
The names of the representatives are available in the Office of the Dean.

Student Representatives to the Senate
The names of the representatives are available in the Office of the Dean.
Travel Directions to the Washington Square Campus*

Lexington Avenue Subway
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway
To West Fourth Street-Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway
Local to Christopher Street-Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH)
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Fifth Avenue Bus
Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square. Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

Eighth Street Crosstown Bus
Bus numbered 8 to University Place. Walk south to Washington Square.

Broadway Bus
Bus numbered 6 to Waverly Place. Walk west to Washington Square.

*See Washington Square Campus map and key for specific addresses.